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ABSTRACT

This document, one of four volumes comprising the 1995 Goals Report, is the fifth in a series of annual reports. This core report for 1995 focuses on approximately two dozen indicators that show the progress made by the United States toward the National Education Goals. National performance has improved in five areas, gotten worse in seven, and, in eight areas, no significant changes in national performance have occurred. Progress has occurred in the areas of student readiness and mathematics achievement; participation in Advanced Placement examinations such as English, mathematics, science, and history; and early prenatal care. However, there has been some decline in the area of providing safe environments conducive to learning. The report focuses on the essential role that families play in helping to achieve the National Education Goals and suggests ways in which schools can involve them in partnerships. State and national progress on the core indicators is presented in detail. Twenty-five figures and eight tables as well as the 1995 National Education Goals Report Questionnaire are included. Appendices contain technical notes and a list of the National Education Goals panel staff. (LMI)

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THE NATIONAL EDUCATION GOALS REPORT

BUILDING A NATION OF LEARNERS

1995

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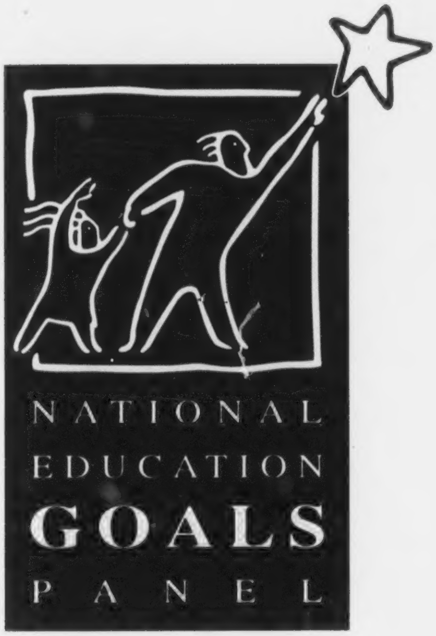
THE NATIONAL EDUCATION GOALS REPORT

Building a Nation of Learners

1995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PANEL

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Foreword

On behalf of the National Education Goals Panel, I am pleased to present the *1995 National Education Goals Report*, the fifth in a series of annual reports to measure progress toward the National Education Goals through the year 2000. The *1995 Goals Report* consists of four documents, the *Core Report*, the *National* and *State Data Volumes*, and the *Executive Summary*. The *Core Report* focuses on approximately two dozen core indicators to convey to parents, educators, and policymakers how far we are from achievement of the Goals and what we must do in order to reach our destination. The *National* and *State Data Volumes* include additional comprehensive sets of measures to describe our progress at the national level and the amount of progress that individual states have made against their own baselines. The fourth document, the *Executive Summary*, condenses this information and presents it in a format suitable for all audiences.

This year marks the halfway point between 1990, the year that President Bush and the nation's Governors established the National Education Goals, and our target date for achieving them, the year 2000. While the nation and states have made encouraging progress in mathematics achievement; participation in Advanced Placement examinations in core areas such as English, mathematics, science, and history; and early prenatal care, there is still work to be done in other areas.

What must we do to accelerate our progress? One essential step is for schools and families to form strong partnerships to improve education. This year's *Core Report* and *Executive Summary* focus on the essential role that families play in helping to achieve the National Education Goals and suggest ways in which schools can involve them in partnerships to increase our chances of reaching our targets. They also highlight promising family involvement practices in several schools that have been recognized for their programs. The four schools profiled are Katy Elementary School in Katy, Texas; Sarah Scott Middle School in Terre Haute, Indiana; Booker T. Washington Elementary School in Champaign, Illinois; and Kettering Middle School in Upper Marlboro, Maryland. These schools were selected as the winners of the 1995 Strong Families, Strong Schools Most Promising Practices Competition sponsored by Scholastic, Inc., Apple Computer, the U.S. Secretary of Education, and the National Education Goals Panel. The students, families, and staff in these schools and communities are to be congratulated on their success.

Sincerely,

Evan Bayh

Evan Bayh, Chair
(1994-1995)
National Education Goals Panel, and
Governor of Indiana

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Governor of South Carolina

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State Senator, Delaware

Douglas R. Jones,
State Representative, Idaho

Preface

Planning, design, and production of the four documents which comprise the *1995 National Education Goals Report* were the responsibility of Leslie Lawrence and Cynthia Prince, with assistance from Jennifer Ballen and Hyong Yi.

Babette Gutmann, Allison Henderson, and Ann Webber of Westat, Inc., assisted by Justin Boesel, supplied invaluable technical assistance and statistical support services. Kelli Hill and Jim Page of Impact Design, Inc., contributed expertise in graphic design, layout, and report production. Beth Glaspie and Scott Miller of Editorial Experts, Inc., provided essential editorial support. Additional graphics were designed by Ogilvy, Adams and Rinehart and by the National Geographic Society.

Special thanks go to members of the National Education Goals Panel's Working Group for helpful critiques of earlier drafts of the Report, especially members of the Reporting Committee: Patricia Brown, Kim Burdick, William Christopher, Lori Gremel, Mary Rollefson, and Emily Wurtz.

The *1995 Goals Report* would not have been possible without the hard work, thoughtful planning, and careful review provided by all of these individuals. Their dedication and assistance are gratefully acknowledged.

Ken Nelson

Ken Nelson
Executive Director
National Education Goals Panel

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The National Education Goals

GOAL 1: Ready to Learn

By the year 2000, all children in America will start school ready to learn.

Objectives:

- All children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in the United States will be a child's first teacher and devote time each day to helping such parent's preschool child learn, and parents will have access to the training and support parents need.
- Children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

Goal 2: School Completion

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives:

- The Nation must dramatically reduce its school dropout rate, and 75 percent of the students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Goal 3: Student Achievement and Citizenship

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

Objectives:

- The academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole.
- The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility.
- All students will have access to physical education and health education to ensure they are healthy and fit.
- The percentage of all students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this Nation and about the world community.

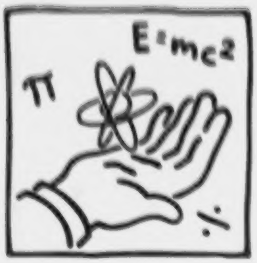
Goal 4: Teacher Education and Professional Development

By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

Objectives:

- All teachers will have access to preservice teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.
- All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment, and technologies.
- States and school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter.

- Partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.



Goal 5: Mathematics and Science

By the year 2000, United States students will be first in the world in mathematics and science achievement.

Objectives:

- Mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent.
- The number of United States undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

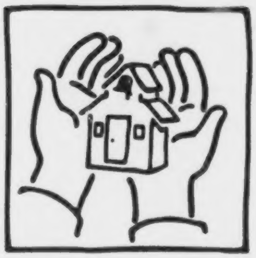
Goal 6: Adult Literacy and Lifelong Learning

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially.
- The proportion of the qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.
- Schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training and lifelong learning opportunities to improve the ties between home and school, and enhance parents' work and home lives.

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

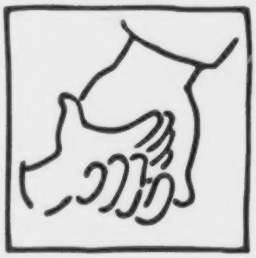


By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Objectives:

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children.
- Every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons.
- Every local educational agency will develop a sequential, comprehensive kindergarten through twelfth grade drug and alcohol prevention education program.
- Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education.
- Community-based teams should be organized to provide students and teachers with needed support.
- Every school should work to eliminate sexual harassment.

Goal 8: Parental Participation



By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Objectives:

- Every State will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities.
- Every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decisionmaking at school.
- Parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.

Chapter 1: Introduction

The *1995 National Education Goals Report* represents the mid-point of an unprecedented national, state, and community commitment to reform and renew education — the achievement of the National Education Goals. These Goals state that by the year 2000:

1) **All children in America will start school ready to learn.**

2) **The high school graduation rate will increase to at least 90 percent.**

3) **All students will leave Grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.**

4) **The Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.**

5) **United States students will be first in the world in mathematics and science achievement.**

6) **Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.**

7) **Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.**

8) **Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.**

The National Education Goals represent a framework for improvement — an understanding that a quality education can no longer be viewed as an "event" that happens within four walls, but begins before birth, continues throughout life, and involves all sectors of the community.

Progress Since the 1989 Summit

This fifth report represents a chance to reflect on progress made since the 1989 Education Summit and the adoption of the Goals in 1990. At the national level, we have made positive strides in many areas, including the following:

Goal 1 — Ready to Learn:

- From 1990 to 1992, the percentage of mothers receiving prenatal care in the first trimester increased from 76% to 78%. Increases occurred for each racial/ethnic group.
- The percentage of children born with one or more health risks decreased from 37% to 35% from 1990 to 1992.

Goal 3 — Student Achievement and Citizenship:

- The percentage of 4th and 8th graders who scored at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP) mathematics assessments increased from 1990 to 1992. For 4th graders, the percentage increased from 13% to 18%, while for 8th graders, the percentage increased from 20% to 25%.

- Participation rates in the Advanced Placement program, though still relatively low, climbed from 1991 to 1995, particularly in core subject areas such as English, mathematics, science, and history.

- Voter registration and voting, indicators of responsible citizenship, increased from 1988 to 1992. Among young voters (18 to 20 years old), registration rates climbed from 48% to 53%, while voting rates climbed from 35% to 42%.

Goal 5 — Mathematics and Science:

- The number of undergraduate and graduate science degrees awarded increased for both men and women and in each racial/ethnic group from 1990 to 1993.

Goal 6 — Adult Literacy and Lifelong Learning:

- More adults reported taking adult education courses in 1995 than in 1991.

However, in other cases, we have fallen further behind:

Goal 6 — Adult Literacy and Lifelong Learning:

- Although overall participation in adult education increased from 1991 to 1995, the gap widened between adults who have a high school diploma or less and those who have additional postsecondary education or technical training.

Goal 7 — Safe, Disciplined, and Alcohol- and Drug-free Schools:

- Overall use of drugs, particularly marijuana, increased in Grades 8, 10, and 12. From 1991 to 1994, at-school drug use also increased among 8th and 10th graders.

- From 1991 to 1994, disapproval of marijuana use declined among students in Grades 8, 10, and 12. Eighth and 10th graders' disapproval of binge drinking also declined.

- More 12th graders reported skipping class in 1994 than in 1990.

- A larger percentage of public school teachers reported being threatened or injured by a student from their school in 1994 than in 1991.

- From 1991 to 1994, more secondary school teachers reported that student misbehavior often interfered with their teaching.

Among the states, there have also been improvements:

Goal 1 — Ready to Learn:

- Rates of prenatal care in the first trimester improved in 45 states and the District of Columbia.

- The proportion of young children with disabilities served by preschool programs increased in 44 states.

Goal 3 — Student Achievement and Citizenship:

- From 1991 to 1995, more than 40 states had an increase in the number of English, mathematics, and science Advanced Placement examinations receiving grades of 3 or higher; more than 30 had an increase in the number of history examinations receiving grades of 3 or higher.

Goal 5 — Mathematics and Science:

- The use of calculators in the classroom is a type of instruction recommended by mathematics education experts. Between 1990 and 1992, the percentage of teachers reporting at least weekly calculator use in the classroom increased in 23 of 34 states.

Goal 6 — Adult Literacy and Lifelong Learning:

- Between 1988 and 1992, voter registration rates increased in 19 states and the District of Columbia, and voting rates increased in 31 states and the District of Columbia.

But, there are also areas where the news is not as encouraging:

Goal 3 — Student Achievement and Citizenship:

- The percentage of 8th graders scoring at the Proficient or Advanced levels on the NAEP mathematics assessment increased in only 9 states from 1990 to 1992.

Goal 5 — Mathematics and Science:

- Only three states came close to the two highest performing countries on an international mathematics comparison conducted in 1991.

Goal 7 — Safe, Disciplined, and Alcohol- and Drug-free Schools:

- Between 1991 and 1993, only two states showed a decrease in overall use of alcohol.

Focusing our attention on "where we are" and how far we need to go to reach the National Education Goals, however, is only part of the story. To help states and communities continue to move forward, the Goals Panel has created a variety of tools to support Goal achievement and education reform efforts.

Serving the States and Communities

Supporting State and Community Development of Academic Standards and Assessments

There has been commitment among the Goals Panel members from its inception that academic standards backed by valid assessments are an important part of reaching the National Education Goals. Implicit in Goal 3, Student Achievement and Citizenship, is the belief that its attainment is dependent on the development of rigorous academic standards. The Panel also believes that the most important venues for the development of academic standards and assessments are states and communities.

To assist states and communities in answering the question, "What will educational success look like?" the Panel will undertake the following during the coming year:

- Develop a description of "world-class" academic standards. One of the most pressing needs as states and school districts develop academic standards is to know what world-class academic standards truly look like. A resource group will be created to answer the following questions:

  — What do competitor nations expect of their students?

  — What do high-performance workplaces expect of entering employees?

  — What are the admissions requirements of leading colleges and universities?

  By building on the work of organizations who have collected information of this type, the Goals Panel will expand the current base of knowledge on international academic standards and make it available to state and local policymakers and parents.

- Focus on assessment and measurement of student achievement. The Goals Panel will create a resource group to offer guidance to states and school districts in examining the issues surrounding assessment and measurement, as well as suggestions on implementation. In addition, the Goals Panel will make information available to state and local policymakers and the public, to broaden their understanding of these often complicated issues.

- Provide feedback to states and communities on the creation of academic standards and assessments. States and communities that have accepted the difficult task of developing academic standards and assessments will at some point confront the questions:

  — Are these good enough?

  — How do they compare to world-class benchmarks?

  By offering to provide feedback through a voluntary "peer-review" process, the Goals Panel will enhance the efforts of states and communities.

- Compile an inventory of Academic Standards-Related Activities. The Goals Panel has created an inventory of various organizations' activities related to the development of academic standards. This inventory explores the work of 26 organizations in promoting and strengthening the movement toward the development of state academic standards and performance assessments, and helps to answer the following questions:

  — Who is conducting work concerning world-class standards?

  — Who is developing performance standards and assessments?

  — Who is giving states and local school districts technical assistance and feedback on their standards?

  — Who is developing comments on content standards?

  — Who is informing educators and the public?

  — Who in the business community is involved with standards?

Providing Tools to Reach the Goals

The Community Action Toolkit

Created to help answer the question, "What can I do at the local level?" the Toolkit offers an array of materials and information to help communities build broad-based support and participation in the democratic process of setting and achieving local education goals — tools that can add power or accelerate local education improvement activities.

The Toolkit follows the "Goals Process." Simply put, the Goals Process helps communities figure out where they need and want to go, where they are in relation to that destination, and what they have to do to get from one point to the other. Through the Goals Process, communities set ambitious but realistic targets for educational improvements, assess their current strengths and weaknesses, chart a course of aggressive action to reach their goals, and regularly report back to their constituents about goal achievement.

To do this, the Toolkit contains five guidebooks:

- *Guide to Goals and Standards* — provides an overview on the National Education Goals and efforts to create academic standards.
- *Community Organizing Guide* — details a step-by-step process to mobilize communities to achieve the Goals; includes suggestions such as how to create a leadership team and implement strategies.
- *Local Goals Reporting Handbook* — describes how to set up a local accountability process; offers suggestions on the kinds of questions to ask at the local level to get started.
- *Guide to Getting Out Your Message* — features information to increase the impact of grassroots communication techniques; includes sample materials such as news releases, speeches, articles, and public service announcements.
- *Resource Directory* — provides a quick reference guide to many organizations and reading materials that can support and enrich a community campaign to reach the National Education Goals or local goals.

Electronic Services

To reach a more extensive audience of researchers, community leaders, and practitioners, the Goals Panel has "teamed-up" with three partners who provide services through electronic means: the Coalition for Goals 2000, the U.S. Department of Education, and *The Daily Report Card*. Users of these services can gather information on how much progress is being made toward the Goals, promising programs being used throughout the states and communities to reach the Goals, and Goals Panel initiatives.

Earlier this year, the Goals Panel contracted with the Coalition for Goals 2000 to create a customized area on GOAL LINE, the Coalition's education reform online network. GOAL LINE was created to increase the scale and pace of grassroots education reform by enabling persons interested in education to share information and effective programs with each other. The Panel's public presence on GOAL LINE provides that service and includes such information as facts and information about the Goals Panel and its role, a publication list, an interactive area for GOAL LINE subscribers to seek information directly from staff, and a news area to inform users of Goals Panel activities. Many publications are available directly online and are contained in the Goals Panel database, allowing users to search *Goals Reports* and other Panel documents easily.

In addition, the Goals Panel, in conjunction with the U.S. Department of Education Online Library,[1] will be creating a World Wide Web Home Page. The *1994* and *1995 Goals Reports* will be available in 1995, with the *1991*, *1992*, and *1993 Goals Reports* and the Community Action Toolkit becoming available in 1996. The U.S. Department of Education's Online Library also offers selected Goals Panel publications as well as a variety of documents on family involvement and education research and statistics.

This year the *1994* and *1995 Goals Reports* also will be available on CD-ROM for users of both IBM and Macintosh computers. The CD-ROM will permit users to create customized Goals reports by enabling users to view, search (by state, Goal, or indicator), copy, and print any portion of the *Goals Report*, as well as allow the user to edit text.

Through *The Daily Report Card*, an online education newsletter, the Panel supports the distribution of information on how state and local education reforms are progressing nationwide to help communities find ways to reach the National Education Goals. Readers include governors, state legislators, university faculty, school superintendents, teachers, other school officials, and the general public.

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[1] To get to the Department's Online Library and the Goals Panel's publications, use the World Wide Web: http://www.ed.gov/ or Gopher: gopher://gopher.ed.gov:10001/11/initiatives/goals/national.

The 1995 Goals Report

The documents which comprise the *1995 Goals Report* are also tools to serve states and communities. The *National* and *State Data Volumes* provide in-depth information on the progress we have made at the national level and the amount of progress individual states have made against their own baselines. The *Core Report* examines a set of approximately two dozen core indicators and describes how far we are from our destination. In addition, the *Core Report* and the *Executive Summary* go one step further and share ideas on how we can move closer to Goal achievement. Specifically, they emphasize the basic, yet vital, role that families play in educating their children and in ultimately reaching all of the Goals. They provide examples of what states and communities are doing to strengthen the link between families and schools, highlight school-based programs, and provide contact information.

Beyond 1995

At the mid-point of this decade-long process, we have seen some success toward Goal achievement, but we also have seen some failure. In order to sustain our successes, and to turn around our failures, we need the involvement of everyone — families, students, educators, business leaders, policymakers, and other community members.

The tools listed above can assist in creating successes at the state and community levels by defining what we mean by "world-class" standards, helping to organize communities to achieve the Goals, and providing examples on how to support that critical connection between the school and the family.

For more information on these documents or online services, please refer to the Questionnaire at the end of this document.

Chapter 2:
How Much Progress Has the Nation Made?

America's 1995 scorecard, which summarizes national progress on 25 core education indicators, is presented on the following pages. Baseline measures of progress, which appear in the first column, were established as close as possible to 1990, the year that the National Education Goals were adopted. These serve as our starting points. For some of the indicators, such as student achievement in mathematics and reading, we hope to increase the baseline to 100% by the year 2000. For others, such as student drug and alcohol use, we hope to decrease the baseline to 0%. The most recent measures of performance for each indicator appear in the second column.

The arrows in the third column show our overall progress on each indicator:

↑ Arrows which point upward indicate where we have made significant[1] progress.

↓ Arrows which point downward indicate where we have fallen further behind.

↔ Horizontal arrows indicate where we have seen no discernible change in our performance.

(No arrows are shown in cases where we do not yet have a second data point to determine whether performance has improved or declined since the baseline.)

Summaries of individual state progress on a similar set of core indicators are presented in Chapter 4, beginning on page 81. A more detailed guide to reading the information on the U.S. and state pages appears on page 83. A broader range of state data measuring progress toward the eight Goals can be found in *Volume Two: State Data for the 1995 Goals Report*.

How Are We Doing?

In five areas, national performance has gotten significantly better:

- The general health status of the nation's infants has improved.
- The proportion of preschoolers who are regularly read to and told stories has increased.
- Mathematics achievement at Grades 4 and 8 has increased.
- More female students are receiving degrees in mathematics and science.
- Incidents of threats and injuries to students at school have declined.

National performance has improved in five areas and gotten worse in seven.

In seven areas at the national level there has been significant decline:

- Reading achievement at Grade 12 has decreased.

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[1] In this report, "significance" refers to statistical significance and indicates that the observed differences are not likely to have occurred by chance.

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UNITED STATES

	Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn			
1. **Children's Health Index:** Has the U.S. reduced the percentage of infants born with 1 or more health risks? (1990, 1992)	37%	35%	↑
2. **Immunizations:** Has the U.S. increased the percentage of 2-year-olds who have been fully immunized against preventable childhood diseases? (1994)	75%	—	
3. **Family-Child Reading and Storytelling:** Has the U.S. increased the percentage of 3- to 5-year-olds whose parents read to them or tell them stories regularly? (1993, 1995)	66%	72%	↑
4. **Preschool Participation:** Has the U.S. reduced the gap in preschool participation between 3- to 5-year-olds from high- and low-income families? (1991, 1995)	28 points	27 points ns	↔
GOAL 2 School Completion			
5. **High School Completion:** Has the U.S. increased the percentage of 18- to 24-year-olds who have a high school credential? (1990, 1994)	86%	86%	↔
GOAL 3 Student Achievement and Citizenship			
6. **Reading Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in reading? (1992, 1994) ▲			
• Grade 4	25%	25%	↔
• Grade 8	28%	28%	↔
• Grade 12	37%	34%	↓
7. **Writing Achievement:** Has the U.S. increased the percentage of students who could produce basic, extended, developed, or elaborated responses to narrative writing tasks? (1992)			
• Grade 4	55%	—	
• Grade 8	78%	—	
• Grade 12	—	—	
8. **Mathematics Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in mathematics? (1990, 1992)			
• Grade 4	13%	18%	↑
• Grade 8	20%	25%	↑
• Grade 12	13%	16% ns	↔
9. **History Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in U.S. history? (1994)			
• Grade 4	17%	—	
• Grade 8	14%	—	
• Grade 12	11%	—	
10. **Geography Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in geography? (1994)			
• Grade 4	22%	—	
• Grade 8	28%	—	
• Grade 12	27%	—	
GOAL 4 Teacher Education and Professional Development			
11. **Teacher Preparation:** Has the U.S. increased the percentage of secondary school teachers who held an undergraduate or graduate degree in their main teaching assignment? (1991, 1994)	66%	63%	↓
12. **Teacher Professional Development:** Has the U.S. increased the percentage of teachers reporting that they participated in various in-service or professional development programs on 1 or more topics since the end of the previous school year? (1994)	85%	—	
GOAL 5 Mathematics and Science			
13. **International Mathematics Achievement:** Has the U.S. improved its standing on international mathematics assessments of 13-year-olds? (1991)	U.S. below 5 out of 5 countries	—	

— Data not available.
ns Interpret with caution. Change was not statistically significant.

See page 83 for a Guide to Reading the U.S. and State Pages.
See *Volume One* for additional National Data.

See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

UNITED STATES

	Baseline	Most Recent Update	Overall Progress
14. **International Science Achievement:** Has the U.S. improved its standing on international science assessments of 13-year-olds? (1991)	U.S. below 3 out of 5 countries	—	
15. **Mathematics and Science Degrees:** Has the U.S. increased mathematics and science degrees as a percentage of all degrees awarded to: (1991, 1993)			
• all students?	39%	40%	↑
• minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	39%	39%	↔
• females?	35%	36%	↑
GOAL 6 Adult Literacy and Lifelong Learning			
16. **Adult Literacy:** Has the U.S. increased the percentage of adults who score at or above Level 3 in prose literacy? (1992)	52%	—	
17. **Participation in Adult Education:** Has the U.S. reduced the gap in adult education participation between adults who have a high school diploma or less, and those who have additional postsecondary education or technical training? (1991, 1995)	27 points	32 points	↓
18. **Participation in Higher Education:** Has the U.S. reduced the gap between White and Black high school graduates who:			
• enroll in college? (1990, 1993)	14 points	13 points ns	↔
• complete a college degree? (1992, 1994)	16 points	16 points	↔
Has the U.S. reduced the gap between White and Hispanic high school graduates who:			
• enroll in college? (1990, 1993)	11 points	8 points ns	↔
• complete a college degree? (1992, 1994)	15 points	18 points ns	↔
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools			
19. **Overall Student Drug and Alcohol Use:** Has the U.S. reduced the percentage of 10th graders reporting doing the following during the previous year:			
• using any illicit drug? (1991, 1994)	24%	33%	↓
• using alcohol? (1993, 1994)	63%	64% ns	↔
20. **Sale of Drugs at School:** Has the U.S. reduced the percentage of 10th graders reporting that someone offered to sell or give them an illegal drug at school during the previous year? (1992, 1994)	18%	24%	↓
21. **Student and Teacher Victimization:** Has the U.S. reduced the percentage of students and teachers reporting that they were threatened or injured at school during the previous year? (1991, 1994)			
• 10th grade students	40%	36%	↑
• public school teachers	10%	15%	↓
22. **Disruptions in Class by Students:** Has the U.S. reduced the percentage of students and teachers reporting that disruptions often interfere with teaching and learning?			
• 10th grade students (1992, 1994)	17%	17%	↔
• secondary school teachers (1991, 1994)	37%	46%	↓
GOAL 8 Parental Participation			
23. **Teachers' Reports of Parent Involvement in School Activities:** Has the U.S. increased the percentage of 8th grade public school students whose teachers reported that their parents attended parent-teacher conferences? (1992)	77%	—	
24. **Principals' Reports of Parent Involvement in School Activities:** Has the U.S. increased the percentage of 8th grade public school students whose principals reported that their parents participated in policy decisions? (1992)	62%	—	
25. **Parents' Reports of Their Involvement in School Activities:** Has the U.S. increased the percentage of students in Grades 3-12 whose parents reported that they participated in two or more activities in their child's school during the current school year? (1993)	63%	—	

— Data not available.
ns Interpret with caution. Change was not statistically significant.

See page 83 for a Guide to Reading the U.S. and State Pages.

See *Volume One* for additional National Data.
See Appendix A for technical notes and sources.

- The percentage of secondary school teachers who hold a degree in their main teaching assignment has decreased.

- The gap in adult education participation between adults who have received a high school diploma or less, and those that have additional postsecondary education has increased.

- Student drug use has increased.

- The sale of drugs at school has increased.

- Threats and injuries to public school teachers have increased.

- More teachers are reporting that disruptions in their classroom interfere with their teaching.

In eight areas, no significant changes in national performance have occurred. We have made no discernible progress toward:

In eight areas, no significant changes in national performance have occurred.

- reducing the gap in preschool participation between rich and poor;

- improving the high school completion rate;

- increasing reading achievement at Grades 4 and 8;

- increasing mathematics achievement at Grade 12;

- increasing the number of degrees in mathematics and science awarded to minorities;

- reducing the gap in college enrollment and completion rates between White and minority students;

- reducing the percentage of students who reported using alcohol; and

- reducing student reports of classroom disruptions that interfere with their learning.

A more comprehensive picture of "where we are" at the national level can be found in *Volume One: National Data for the 1995 Goals Report.*

Determining Where We Should Be

The amount of accelerated progress that must be made if we expect to reach our targets is explicitly shown in 25 exhibits which follow. In order to interpret the graphs correctly, the reader should take note of the following:

1. For some of the core indicators, baselines could not be established until 1993 or 1994, either because data were not collected prior to that time, or because changes in survey questions or methodology yielded noncomparable data.

2. Most of the core indicators are not updated annually. Footnotes on each graph indicate when data will be collected again.

3. Although this Report includes the most recent data available, there is sometimes a lag of several years between the time that data are collected and the time that they are available for inclusion in the annual Goals Report. For example, the most recent birth certificate data available to construct the Children's Health Index for this 1995 Report were collected in 1992.

4. On each of the bar graphs, a path from the baseline to the target is represented by a grey shaded area behind the bars. The grey shaded areas indicate where we should try to push our performance each year if we expect to reach the Goal by the end of the decade. Since progress is seldom perfectly linear, we should expect some ups and downs from year to year. What is most important is whether performance is moving in the right direction and whether it is within, or is at least approaching, the grey shaded area.

5. The graphs themselves should be interpreted with caution. Data are based on representative national surveys, and changes in performance could be attributable to sampling error. The reader should consult the highlight box next to each graph to determine whether the change is statistically significant and we are confident that real change has occurred. Further information on sampling can be found in the technical notes in Appendix A.

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6. Finally, the achievement levels, as presented in Exhibits 6, 8, 9, and 10, represent a useful way of categorizing overall performance on the National Assessment of Educational Progress (NAEP). They are also consistent with the Panel's efforts to report such performance against a high-criterion standard. However, both the National Assessment Governing Board and the Commissioner of the National Center for Education Statistics (NCES) regard the achievement levels as developmental; the reader of this Report is advised to interpret the achievement level results with caution. In addition, reading achievement results are based on data previously released by NCES, and data are undergoing revision. Further information can be found in the technical notes in Appendix A.

Gathering and Using Data for Education Improvement

To ensure that data collection efforts are appropriate and directed toward filling the most critical data gaps in our knowledge about our educational progress, the National Education Goals Panel created a Data Task Force in late 1994. The purpose of the Task Force was to identify and recommend strategies for filling the data gaps identified in the *1994 Goals Report*.

Aware of the costs involved in collecting data and current budget realities, the Task Force was asked to examine strategies that would:

- make creative use of existing data collections;
- plan smaller follow-ups to original surveys; and
- extend existing national data collections to the state level.

Background

At present, lack of comparable state data for many of the core indicators constrains the Panel's ability to provide full progress reports for individual states. In addition, in many key areas it cannot be determined whether national performance has improved or fallen further behind, because at present a second data point does not exist to compare against our baseline performance. There are no current data collection plans to allow us to know:

- whether student achievement in history, geography, science (baseline to be collected in 1996), and civics and government (baseline to be collected in 1998) has improved at Grades 4, 8, and 12;
- whether student achievement in writing has improved at Grades 4 and 8;
- whether student achievement in arts (baseline to be collected in 1997) has improved at Grade 8; and
- whether the proportion of adults who score at or above Level 3 in prose literacy has increased.

Tables 7 and 8 at the end of this chapter provide more details on the data collection schedules at both the national and state levels.

New comparable state data have become available in the areas of immunizations, high school completion, teacher education, teacher professional development, and parental involvement.

State Level

To assist the Goals Panel in providing a more comprehensive picture of individual state's progress, the Data Task Force recommended creating two new core indicators with which to measure progress — for Goal 5, an indicator to measure how many mathematics and science degrees are being awarded to females and minorities, and for Goal 6, an indicator to monitor postsecondary enrollment. In addition, new comparable state data have become available in the areas of immunizations, high school completion, teacher education, teacher professional development, and parental involvement.

The Data Task Force also recommended that NCES do the following to increase our ability to measure state progress over time:

- expand the National Household Education Survey (NHES) to the state level to collect information on family-child reading and storytelling, preschool participation, adult literacy, adult education participation, and parental/family participation;

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- expand NAEP at the state level, especially for the core subjects of reading, mathematics, and science, and in Grades 4, 8, and 12; and

- conduct a small-scale version of the National Adult Literacy Survey (NALS) to measure progress toward Goal 6.

National Level

At the national level, the Data Task Force recommended that the National Center for Education Statistics do the following:

The Goals Panel will establish priorities for data collection to fill data gaps in the coming months.

- repeat the Early Childhood Longitudinal Study (ECLS) assessment once more before the year 2000 or soon thereafter on a national sample of kindergartners to measure progress over time;

- expand NAEP at the national level to include at least one assessment of economics and foreign languages before the year 2000, and expand NAEP to collect a second data point in writing, history, geography, science, civics and government, and the arts to measure progress toward Goal 3;

- conduct a small-scale version of the Third International Mathematics and Science Study (TIMSS) at the end of the decade to measure progress toward Goal 5;

- conduct a small-scale version of the NALS to measure progress toward Goal 6;

- develop, with assistance from institutions of higher education, a direct collegiate assessment and/or a mechanism to monitor best practices to measure progress toward Goal 6; and

- repeat parental participation items recommended by the Goal 8 Resource Group in other existing or planned surveys so that a second data point can be collected to measure progress toward Goal 8.

Next Steps

It is unlikely that all of the recommendations will be realized. To begin the process of prioritizing the recommendations for data collection — especially those recommendations that involve NCES — the following questions need to be addressed:

- How important is it to collect nationally representative data that allow for state-level estimates?

- How can the Goals Panel more effectively use the Common Core of Data to provide information for indicators to measure progress over time?

- How important is it to get one assessment in all nine subject areas listed in Goal 3? Is it more important to focus on a few areas and get more frequent updates to monitor progress?

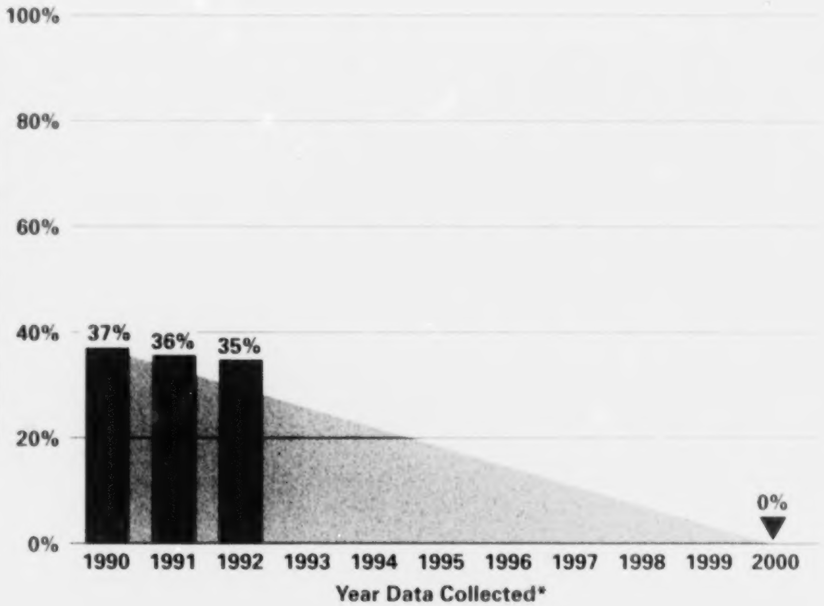
These and other questions will be addressed by the Panel in the coming months. A list of priorities for data collection will be provided to NCES in early 1996.

The United States was successful in reducing the proportion of infants born with one or more health risks between 1990 and 1992, from 37% to 35%. This reduction represents a difference of at least 64,200 children who were born with a healthier start in life.

Exhibit 1

Children's Health Index

Percentage[1] of infants born in the U.S. with 1 or more health risks[2]



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[1] Percentages are based on the number of births used to calculate the health index, not the actual number of births. See technical notes in Appendix A.

[2] Risks are late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

* Data for the Children's Health Index will be collected annually through the year 2000.

Source: National Center for Health Statistics and Westat, Inc.
This exhibit modifies and updates information presented in the 1994 Goals Report.

The United States was also successful in reducing disparities between White and Black infants born with one or more health risks.

Table 1

Disparities[1] (in percentage points) between White and minority infants born in the U.S. with 1 or more health risks

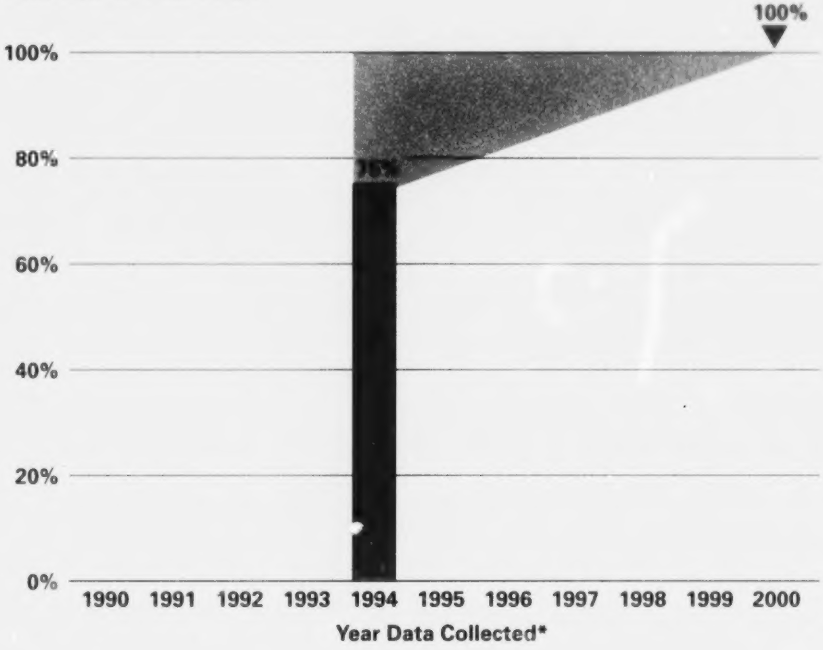
	1990	1992	Change
American Indian/ Alaskan Native	14	14	0
Black	9	7	–2
Hispanic	–1	–1	0

[1] Numbers differ slightly from data reported in the *National Data Volume* due to rounding.
This table modifies and updates information presented in the 1994 Goals Report.

Exhibit 2

Immunizations

Percentage of 2-year-olds[1] fully immunized against preventable childhood diseases[2]



Seventy-five percent of all 2-year-olds were fully immunized against preventable childhood diseases in 1994.

[1] Children 19 to 35 months of age.

[2] Four doses of diphtheria-tetanus-pertussis vaccine, three doses of polio vaccine, and one dose of measles or measles/mumps/rubella vaccine.

* Although data on immunizations were collected prior to 1994, the data collection method changed significantly for the 1994 data collection. Therefore, 1994 is established as the baseline year for immunizations. These data will be collected annually through the year 2000.

Source: Centers for Disease Control and Prevention

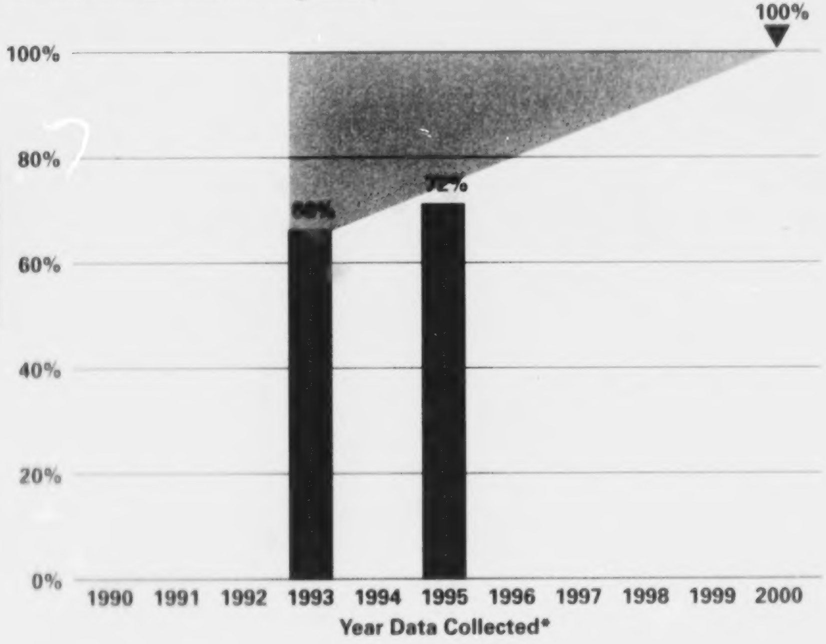
This exhibit modifies and updates information presented in the 1994 Goals Report.

Only two-thirds of preschoolers were read to or told stories regularly in 1993. By 1995, the proportion had increased to 72%.

Exhibit 3

Family-Child Reading and Storytelling

Percentage of 3- to 5-year-olds[1] whose parents[2] read to them or tell them stories regularly[3]



[1] Excluding those enrolled in kindergarten.

[2] Parent or another family member.

[3] Response of "read to every day" or "told a story three or more times a week."

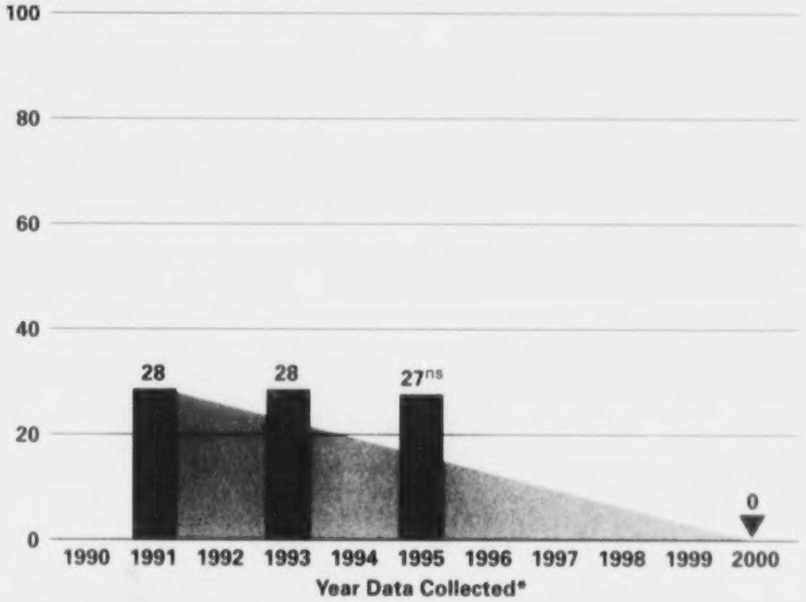
* Although data on family-child reading and storytelling were collected in 1991, the wording of the reading item changed significantly between the 1991 survey and the 1993 survey. Therefore, 1993 is established as the baseline year for family-child reading and storytelling. These data will be collected again in 1996, 1998, and 2000.

Source: National Center for Education Statistics and Westat, Inc.
This exhibit updates information presented in the 1994 Goals Report.

Exhibit 4

Preschool Participation

Disparity (in percentage points) in preschool[1] participation rates between 3- to 5-year-olds[2] from high-income[3] families and 3- to 5-year-olds from low-income[4] families



In 1991, 45% of 3- to 5-year-olds from low-income families were enrolled in preschool programs, compared to 73% of those from high-income families. The 28-percentage-point difference in participation rates had not improved by 1995.

[1] Includes nursery schools, prekindergarten programs, preschools, daycare centers, and Head Start.

[2] Excluding those enrolled in kindergarten.

[3] High income is defined as family income of $50,000 or more.

[4] Low income is defined as family income of $10,000 or less.

[ns] Interpret with caution. Change from the baseline was not statistically significant.

* Data on preschool participation will be collected again in 1996, 1998, and 2000.

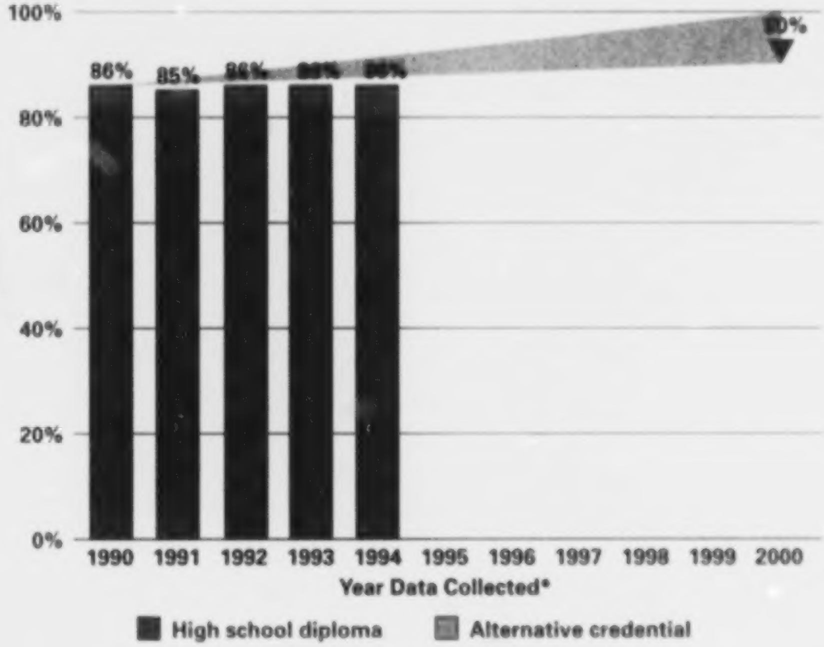
Source: National Center for Education Statistics and Westat, Inc.
This exhibit updates information presented in the 1994 Goals Report.

In 1990, 86% of 18- to 24-year-olds had completed a high school credential. By 1994, the overall completion rate had not increased.

Exhibit 5

High School Completion

Percentage of 18- to 24-year-olds[1] with a high school credential[2]



[1] Does not include those still enrolled in high school.

[2] Includes traditional high school diploma and alternative credential.

* These data will be collected annually through the year 2000.

Source: National Center for Education Statistics and Management Planning Research Associates, Inc. This exhibit modifies and updates information presented in the 1994 Goals Report.

Disparities in high school completion rates between White and minority students did not improve between 1990 and 1994.

Table 2

Disparities[1] (in percentage points) between 18- to 24-year-old White and minority students who completed a high school diploma or an alternative credential

	1990	1994	Change
Black	6	7	1 ns
Hispanic	31	29	−2 ns

[1] Numbers differ slightly from data reported in the *National Data Volume* due to rounding.

ns Interpret with caution. Change was not statistically significant.

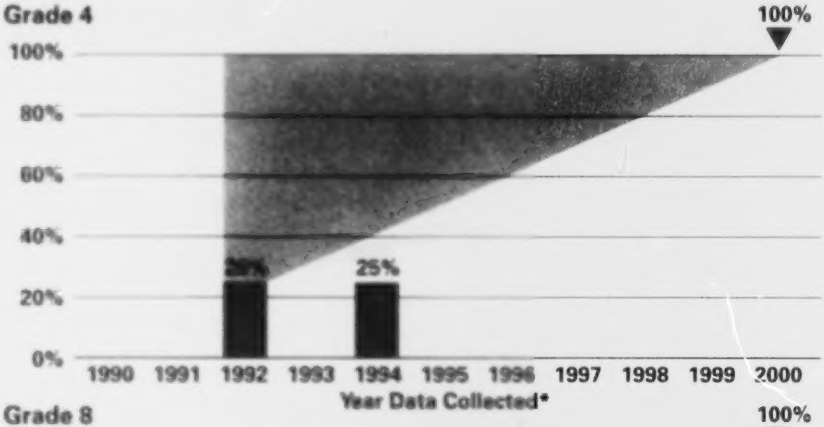
This table modifies and updates information presented in the 1994 Goals Report.

Exhibit 6

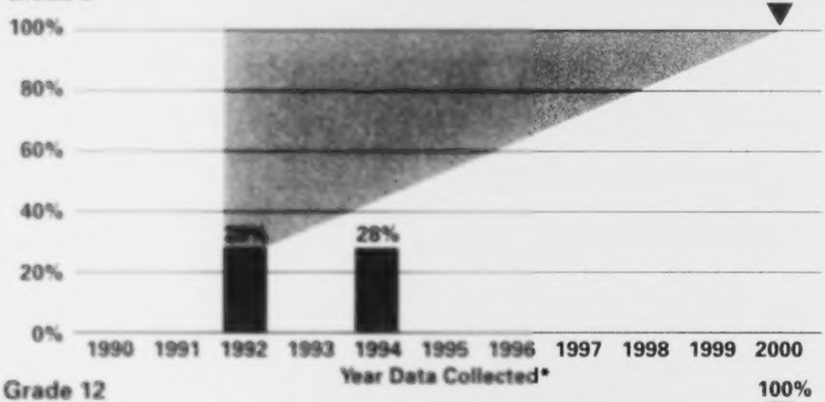
Reading Achievement

Percentage of students who met the Goals Panel's performance standard[1] in reading[2]

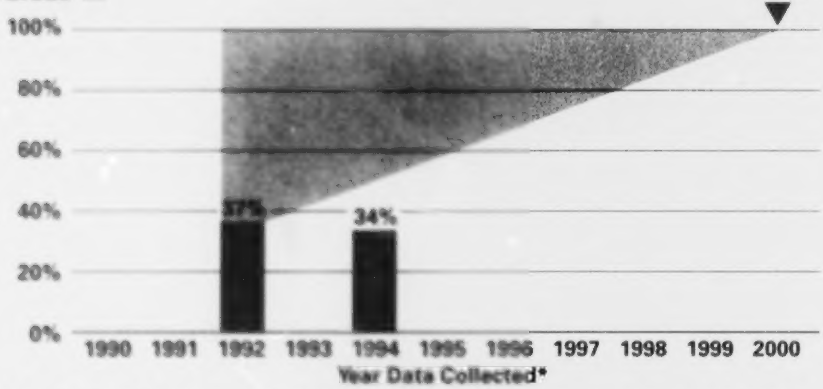
Grade 4



Grade 8



Grade 12



In 1992, approximately one-fourth of 4th and 8th graders and more than one-third of 12th graders met the Goals Panel's performance standard in reading. Reading achievement remained unchanged among the 4th and 8th graders, and decreased significantly among 12th graders by 1994.

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[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in NAEP publications. A more complete description of the performance standard can be found in Appendix A.

[2] Interpret with caution. Figures are based on data previously released by NCES, and data are undergoing revision. See Appendix A.

* Student achievement levels in reading were not established until 1992. Data on reading achievement will be collected again in 1996 and 1998.

Source: National Center for Education Statistics
This exhibit updates information presented in the 1994 Goals Report.

Table 3

GRADE 4 – READING

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in reading

	1992	1994	Change
American Indian/Alaskan Native	16	17	1 [ns]
Black	24	25	1 [ns]
Hispanic	18	21	3 [ns]

Disparities (in percentage points) between males and females

	1992	1994	Change
Females > males	6	7	1 [ns]

GRADE 8 – READING

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in reading

	1992	1994	Change
American Indian/Alaskan Native	16	15	−1 [ns]
Black	26	26	0
Hispanic	21	21	0

Disparities in reading performance between White and minority students did not improve between 1992 and 1994.

Disparities (in percentage points) between males and females

1992	1994	Change	
Females > males	11	14	3 [ns]

GRADE 12 – READING

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in reading

	1992	1994	Change
American Indian/Alaskan Native	— [1]	22 [2]	—
Black	27	28	1 [ns]
Hispanic	22	22	0

Disparities (in percentage points) between males and females

	1992	1994	Change
Females > males	11	13	−2 [ns]

[ns] Interpret with caution. Change was not statistically significant.

[1] Sample size is insufficient to permit a reliable estimate.

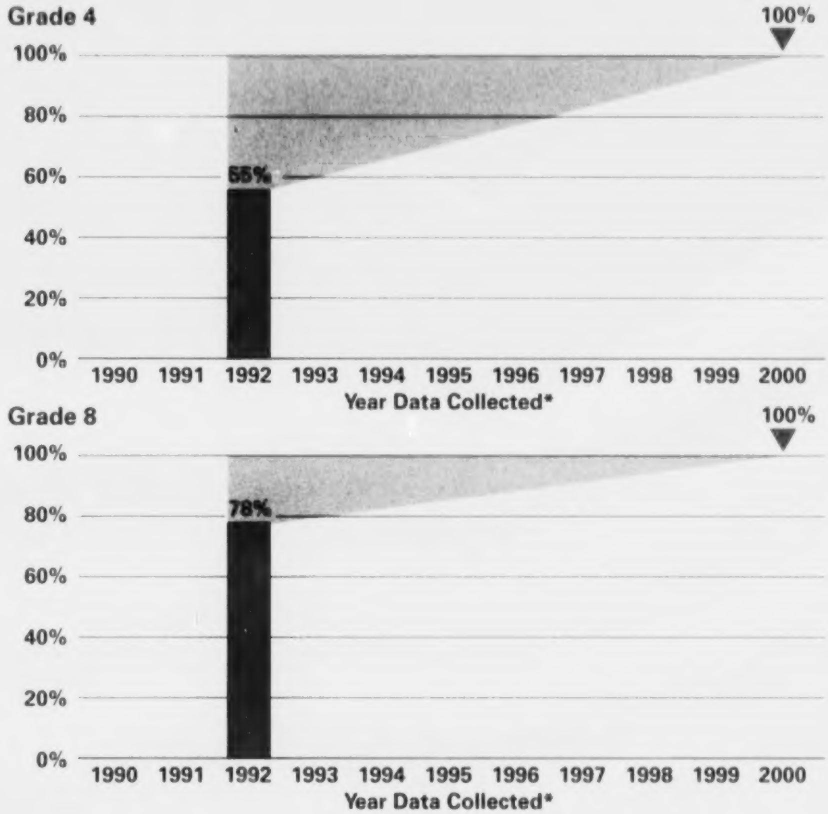
[2] Should be interpreted with caution, since sample size does not allow accurate estimate of sample variability.

This table updates information presented in the 1994 Goals Report.

Exhibit 7

Writing Achievement

Percentage of students who could produce basic, extended, developed, or elaborated responses[1] to narrative writing tasks



In 1992, over half of 4th graders and over three-fourths of 8th graders who provided narrative papers could produce basic, extended, developed, or elaborated responses to narrative writing tasks.

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[1] A more complete description of the six-level scale used to evaluate student writing can be found in Appendix A.

* Student achievement levels in writing have not been established. This information is from the NAEP Writing Portfolio Study, and there are no current plans to conduct another study again before the year 2000.

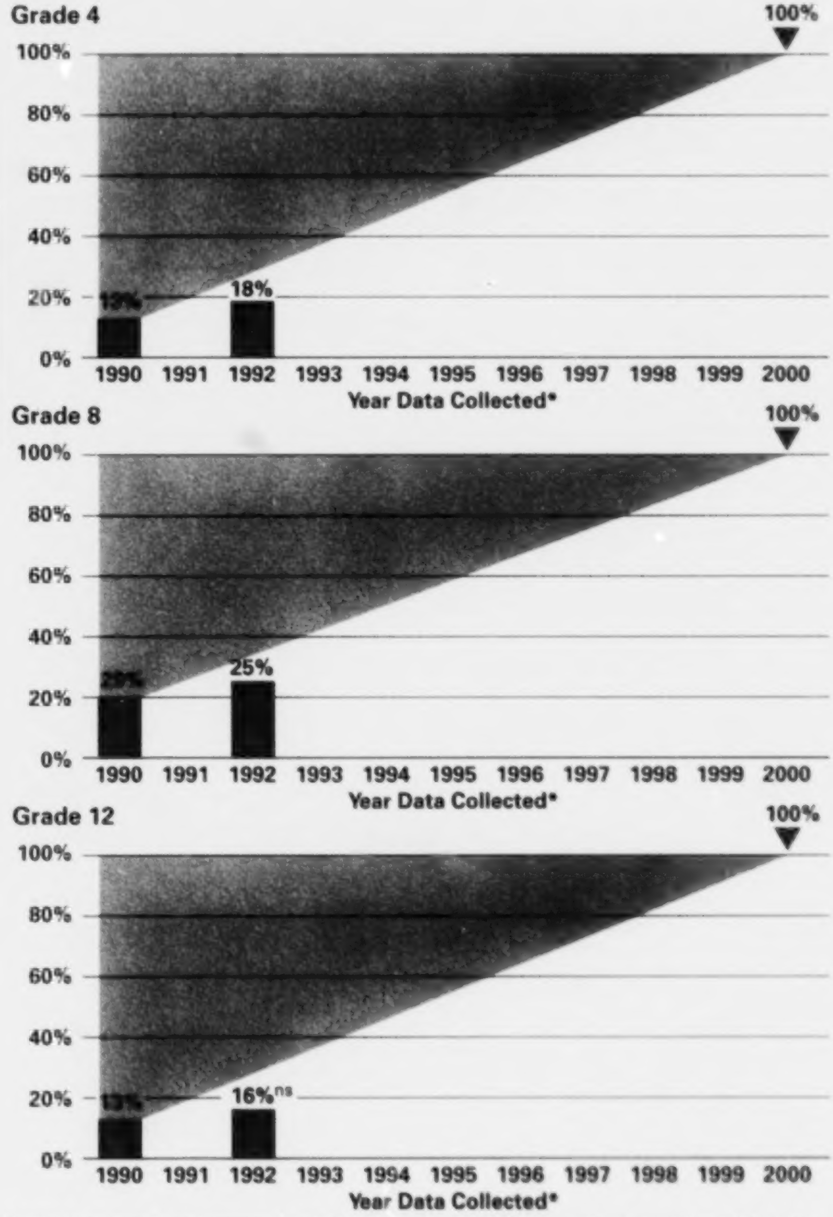
Source: National Center for Education Statistics

In 1990, only one out of every five students in Grade 8, and only one out of every eight students in Grades 4 and 12, had met the Goals Panel's performance standard in mathematics. Mathematics achievement increased significantly in 1992 among 4th and 8th graders, but not among 12th graders.

Exhibit 8

Mathematics Achievement

Percentage of students who met the Goals Panel's performance standard[1] in mathematics



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in NAEP publications. A more complete description of the performance standard can be found in Appendix A.

[ns] Interpret with caution. Change was not statistically significant.

* Data on mathematics achievement will be collected again in 1996.

Source: National Center for Education Statistics
This exhibit repeats information presented in the 1994 Goals Report.

Table 4

GRADE 4 – MATHEMATICS

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in mathematics

	1990	1992	Change
American Indian/Alaskan Native	12	13	+1 ^{ns}
Black	15	20	+5
Hispanic	12	17	+5 ^{ns}

Disparities (in percentage points) between males and females

	1990	1992	Change
Females < males	1	3	+2 ^{ns}

GRADE 8 – MATHEMATICS

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in mathematics

	1990	1992	Change
American Indian/Alaskan Native	15	23	+8 ^{ns}
Black	18	29	+11
Hispanic	18	24	+6

Disparities (in percentage points) between males and females

	1990	1992	Change
Females < males	3	1	–2 ^{ns}

Between 1990 and 1992, the gap in mathematics performance widened between Hispanic and White students in Grade 8, and between Black and White students in Grades 4 and 8. As White students moved ahead, Black and Hispanic students fell further behind.

GRADE 12 – MATHEMATICS

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in mathematics

	1990	1992	Change
American Indian/Alaskan Native	12	15	+3 ^{ns}
Black	14	16	+2 ^{ns}
Hispanic	12	13	+1 ^{ns}

Disparities (in percentage points) between males and females

	1990	1992	Change
Females < males	6	4	–2 ^{ns}

[ns] Interpret with caution. Change was not statistically significant.

This table repeats information presented in the 1994 Goals Report.

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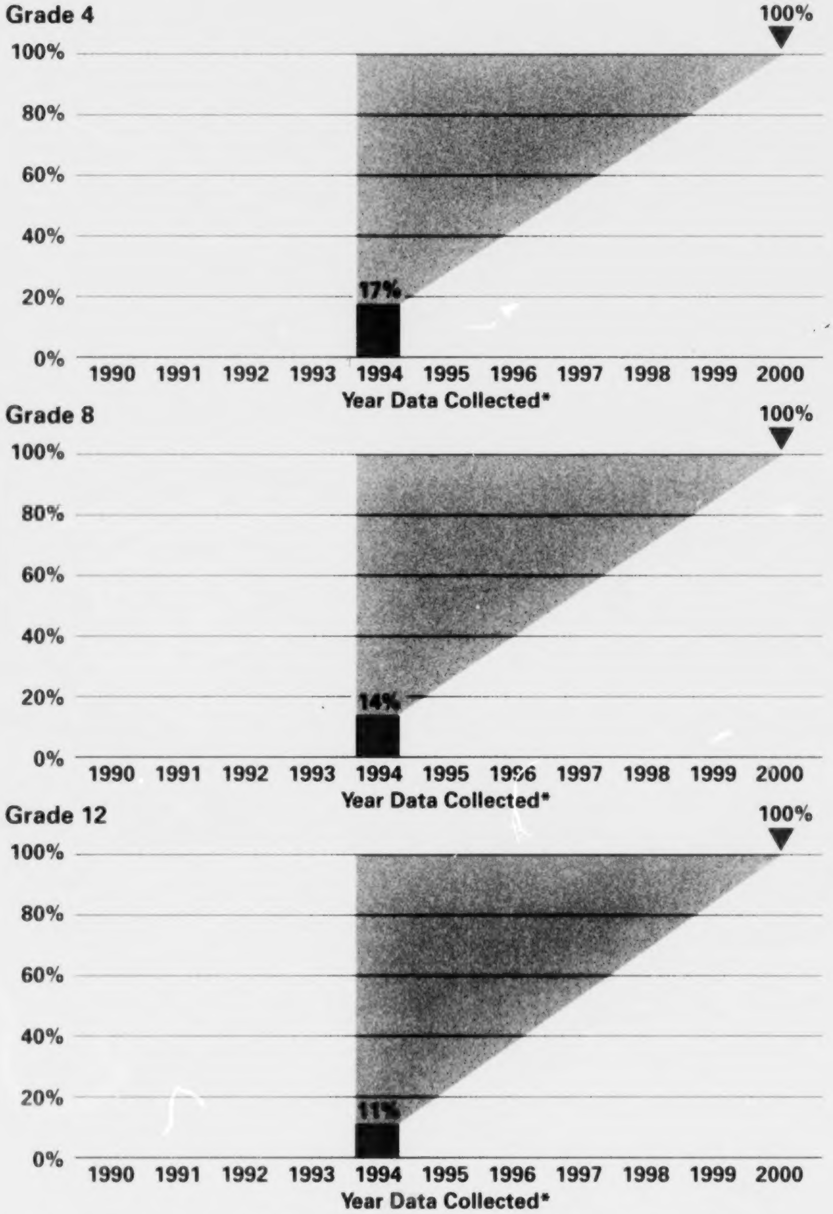
Exhibit 9

History Achievement

Percentage of students who met the Goals Panel's performance standard[1] in U.S. history

In 1994, approximately one in six 4th graders, one in seven 8th graders, and only one out of every ten 12th graders met the Goals Panel's performance standard in U.S. history.



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in NAEP publications. A more complete description of the performance standard can be found in Appendix A.

* Student achievement levels in U.S. history were not established until 1994. There are no current plans to collect these data again before the year 2000.

Source: National Center for Education Statistics

Table 5

GRADE 4 – HISTORY

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in U.S. history

	1994
American Indian/Alaskan Native	13
Black	18
Hispanic	16

Disparities (in percentage points) between males and females

	1994
Females < males	2

GRADE 8 – HISTORY

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in U.S. history

	1994
American Indian/Alaskan Native[1]	12
Black	13
Hispanic	12

Disparities (in percentage points) between males and females

	1994
Females < males	2

In 1994, the proportions of White and minority students who met the Goals Panel's performance standard in U.S. history differed by 8 to 18 percentage points. Achievement gaps between White and minority students were increasingly smaller in higher grades.

GRADE 12 – HISTORY

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in U.S. history

	1994
American Indian/Alaskan Native[1]	8
Black	11
Hispanic	9

Disparities (in percentage points) between males and females

	1994
Females < males	3

---

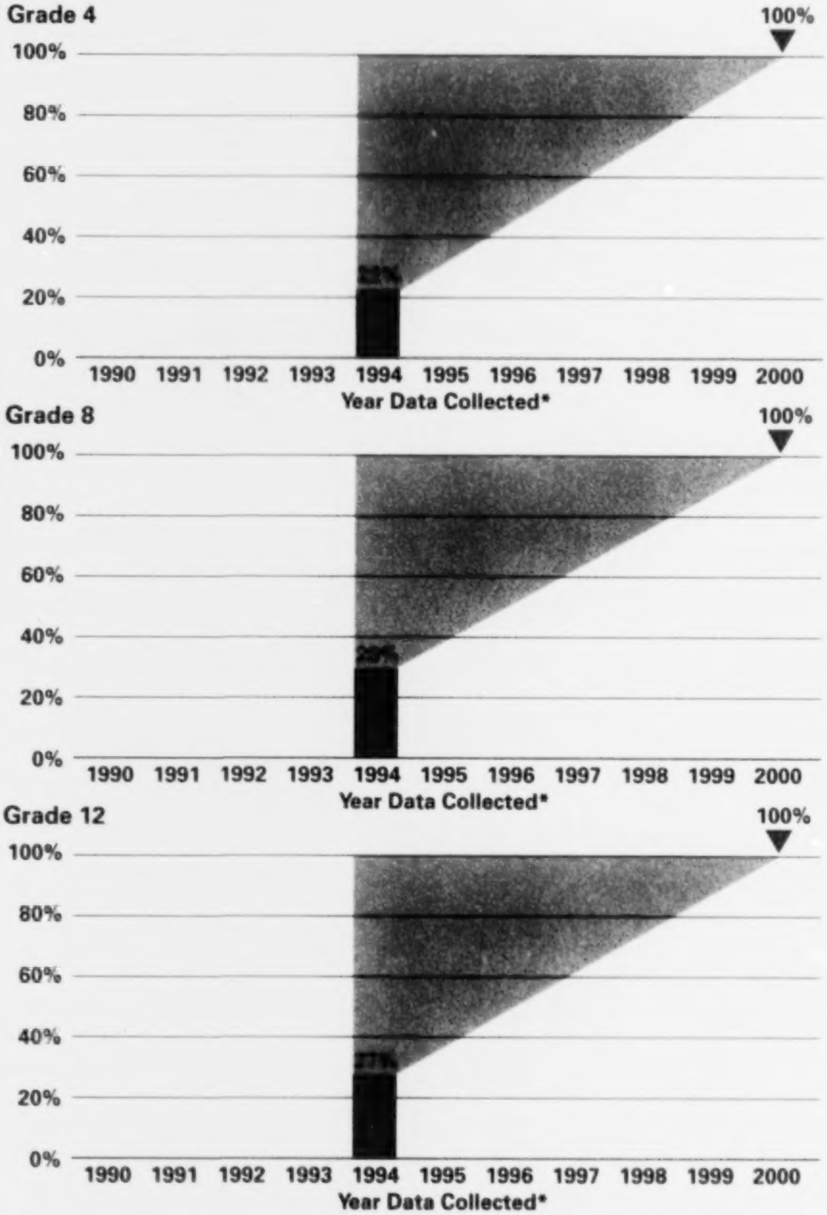
[1] Should be interpreted with caution, since sample size does not allow accurate estimate of sample variability.

Exhibit 10

Geography Achievement

Percentage of students who met the Goals Panel's performance standard[1] in geography

In 1994, approximately one in four 4th, 8th, and 12th graders met the Goals Panel's performance standard in geography.



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in NAEP publications. A more complete description of the performance standard can be found in Appendix A.

* Student achievement levels in geography were not established until 1994. There are no current plans to collect these data again before the year 2000.

Source: National Center for Education Statistics

Table 6

GRADE 4 – GEOGRAPHY

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in geography

	1994
American Indian/Alaskan Native	20
Black	26
Hispanic	19

Disparities (in percentage points) between males and females

	1994
Females < males	7

GRADE 8 – GEOGRAPHY

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in geography

	1994
American Indian/Alaskan Native[1]	21
Black	31
Hispanic	26

In 1994, the proportions of White and minority students who met the Goals Panel's performance standard in geography differed by 19 to 31 percentage points.

Disparities (in percentage points) between males and females

	1994
Females < males	5

GRADE 12 – GEOGRAPHY

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in geography

	1994
American Indian/Alaskan Native	—[2]
Black	28
Hispanic	23

Disparities (in percentage points) between males and females

	1994
Females < males	10

---

[1] Should be interpreted with caution, since sample size does not allow accurate estimate of sample variability.

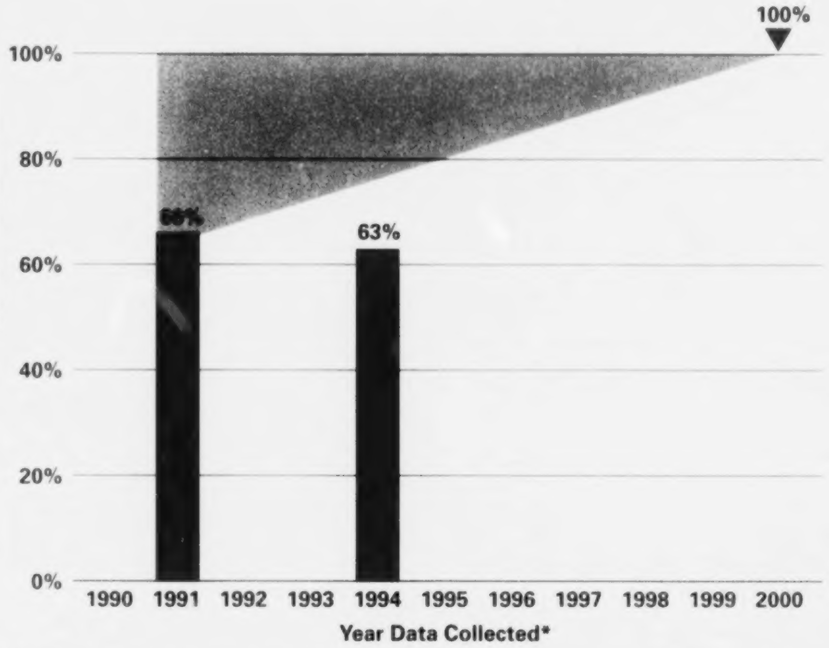
[2] Sample size is insufficient to permit a reliable estimate.

In 1991, 66% of secondary school teachers held an undergraduate or graduate degree in their main teaching assignment. By 1994, this percentage had decreased to 63%.

Exhibit 11

Teacher Preparation

Percentage of secondary school teachers[1] who held an undergraduate or graduate degree[2] in their main teaching assignment



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[1] Teachers include only those whose main teaching assignment was in mathematics, science, English, social studies, fine arts, foreign language, or special education.

[2] Academic or education majors. Does not include minors or second majors.

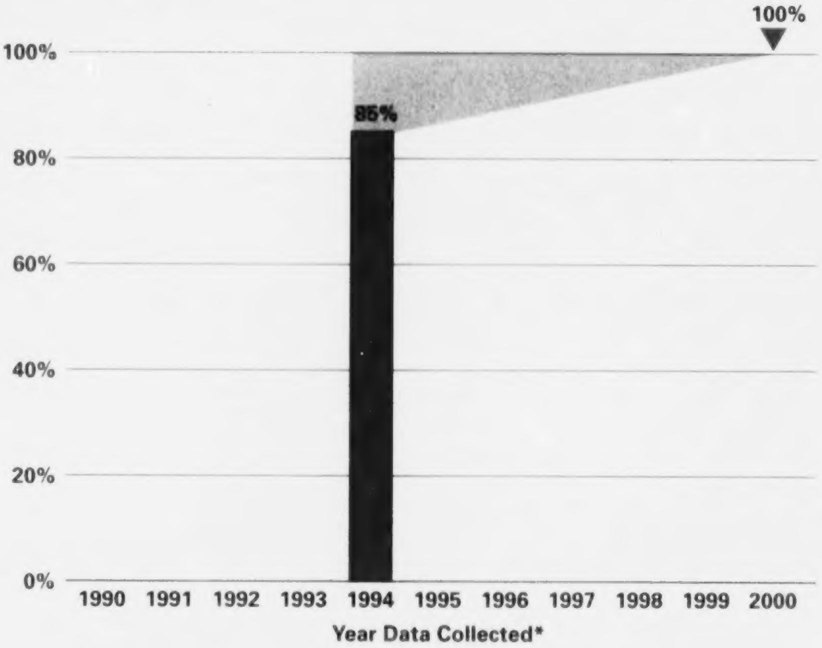
* Data on teacher preparation will be collected again in 1999.

Source: National Center for Education Statistics and Westat, Inc.

Exhibit 12

Teacher Professional Development

Percentage of teachers who reported that they participated in various in-service or professional development programs on 1 or more topics[1] since the end of the previous school year



In 1994, 85% of teachers reported that they participated in various in-service or professional development programs on one or more topics, such as uses of educational technology, methods of teaching subject field, in-depth study in teaching field, or student assessment.

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[1] Professional development topics included uses of educational technology, methods of teaching subject field, in-depth study in subject field, and student assessment.

* Data on teacher professional development will be collected again in 1999.

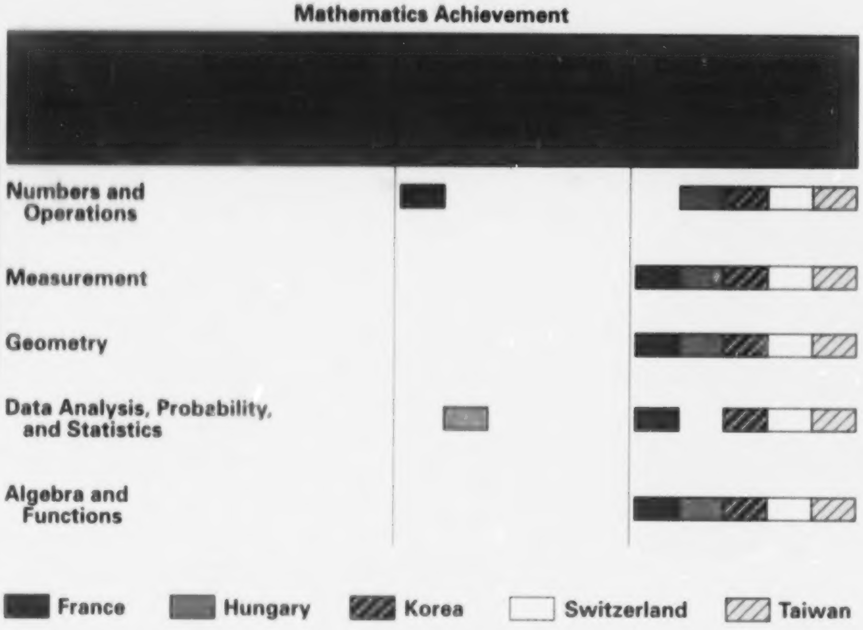
Source: National Center for Education Statistics and Westat, Inc.

Exhibit 13

International Mathematics Achievement Comparisons

Number of countries in which 13-year-olds outperformed U.S. students in more than one area of mathematics on an international assessment, 1991*

In 1991, American 13-year-olds were outperformed by students in Korea, Switzerland, and Taiwan in all areas tested on an international mathematics assessment, and by students in France and Hungary in four out of the five areas tested.



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* International mathematics achievement data were collected again in 1995. Data will be available for approximately 50 countries and will be included in future Goals Reports.

Source: Educational Testing Service
This exhibit repeats information presented in the 1994 Goals Report.

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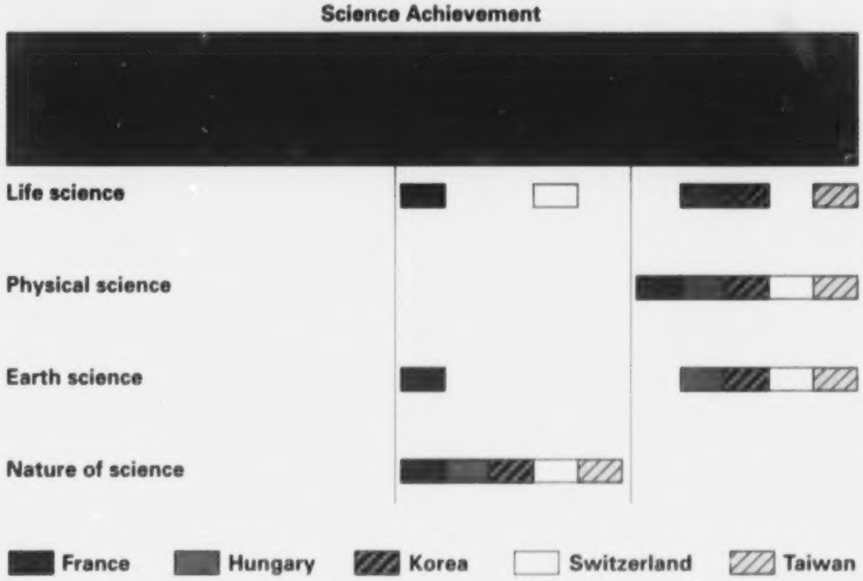
Exhibit 14

International Science Achievement Comparisons

Number of countries in which 13-year-olds outperformed U.S. students in more than one area of science on an international assessment, 1991*



* International science achievement data were collected again in 1995. Data will be available for approximately 50 countries and will be included in future Goals Reports.

In 1991, American 13-year-olds were outperformed by students in Hungary, Korea, and Taiwan in three out of four areas tested on an international science assessment.

Source: Educational Testing Service
This exhibit repeats information presented in the 1994 Goals Report.

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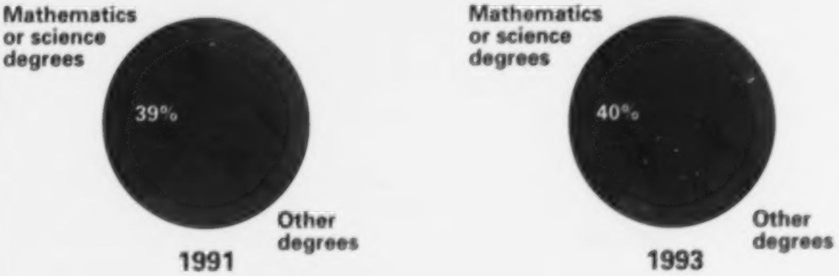
In 1991, 39% of degrees awarded to minority undergraduates (Blacks, Hispanics, and American Indians/Alaskan Natives) were in mathematics and science. By 1993, this percentage had not changed. Thirty-five percent of degrees awarded to female undergraduates were in mathematics and science in 1991, and this percentage increased to 36% in 1993.

Exhibit 15

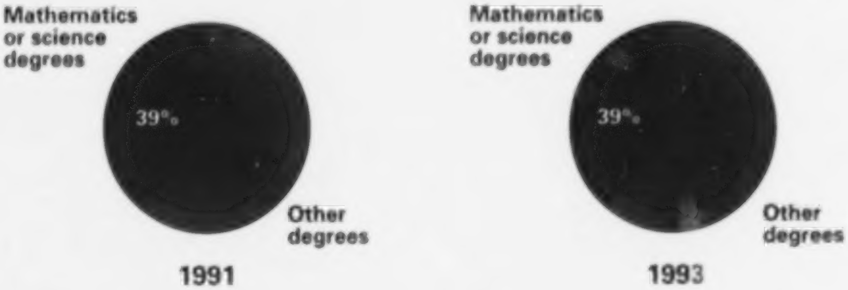
Mathematics and Science Degrees

Mathematics and science degrees as a percentage of all degrees[1] awarded to all students, minorities,[2] and females*

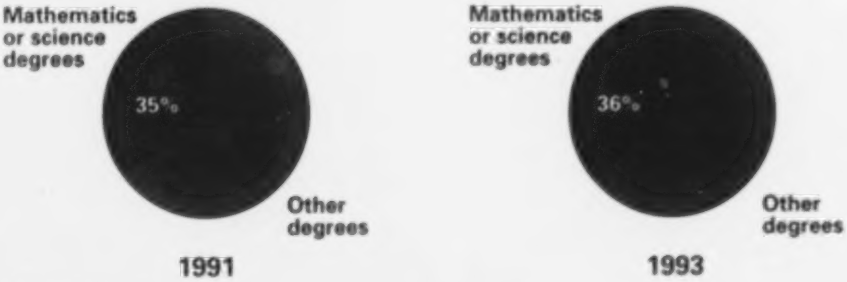
All students



Minority students



Female students



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[1] Bachelor's degrees.

[2] Includes Blacks, Hispanics, and American Indians/Alaskan Natives.

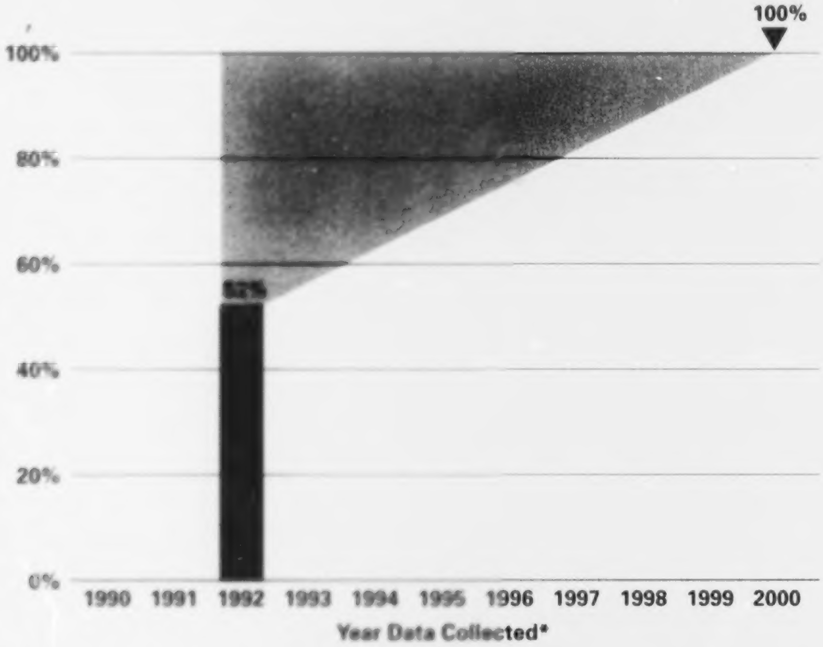
* These data will be collected annually through the year 2000.

Source: National Center for Education Statistics, National Science Foundation, and Westat, Inc.

Exhibit 16

Adult Literacy

Percentage of adults aged 16 and older who scored at or above Level 3[1] in prose literacy[2] on the National Adult Literacy Survey



[1] Test results are reported on scales of 0 to 500 points. Scores are grouped into five levels, with Level 5 being most proficient and Level 1 being least proficient. Complete descriptions of each level can be found in Appendix A.

[2] Prose literacy tasks require readers to understand and use information contained in texts such as newspapers and pamphlets. Quantitative and document literacy tasks were also assessed.

* National data on adult literacy were not available prior to 1992. There are no current plans to collect these data again before the year 2000.

Source: National Center for Education Statistics

This exhibit repeats information presented in the 1994 Goals Report.

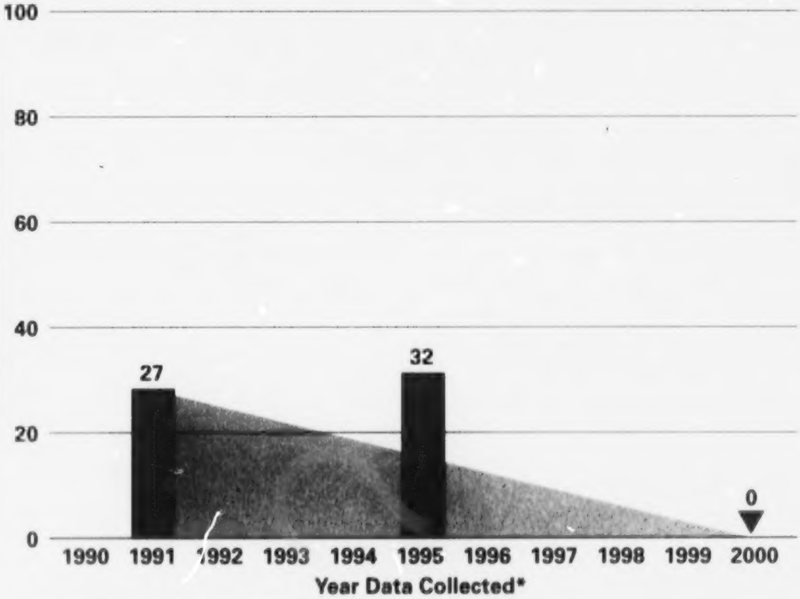
Nearly half of all American adults read and write at the two lowest of five levels of English proficiency; 52% scored at or above Level 3. Although adults who score below Level 3 do have some limited literacy skills, they are not likely to be able to perform the range of complex literacy tasks that the National Education Goals Panel considers important for competing successfully in a global economy and exercising fully the rights and responsibilities of citizenship.

In 1991, the gap in adult education participation rates between adults who had a high school diploma or less and those with additional postsecondary education or technical training was 27 percentage points. In 1995, the gap had increased to 32 percentage points.

Exhibit 17

Participation in Adult Education

Disparity (in percentage points) between adults[1] aged 17 and older who have a high school diploma or less, and those who have additional postsecondary education or technical training



[1] Excluding those participating in full-time educational programs exclusively.

* Data on participation in adult education will be collected again in 1998.

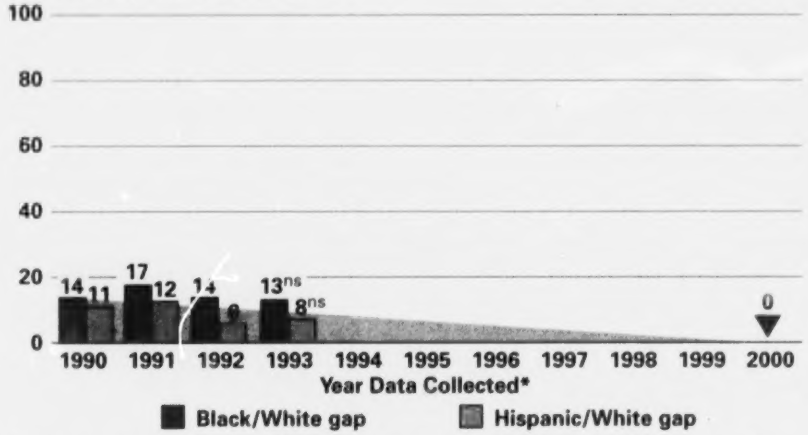
Source: National Center for Education Statistics and Westat, Inc.
This exhibit updates information presented in the 1994 Goals Report.

Exhibit 18

Participation in Higher Education

College Enrollment

Disparities[1] (in percentage points) in college entrance rates between White and minority high school graduates who enroll in two- or four-year colleges[2] immediately after graduation



[1] Based on three-year averages (1989-91 for 1990; 1990-92 for 1991; 1991-93 for 1992; and 1992-94 for 1993).

[2] Includes junior colleges, community colleges, and universities.

[ns] Interpret with caution. Change from the baseline was not statistically significant.

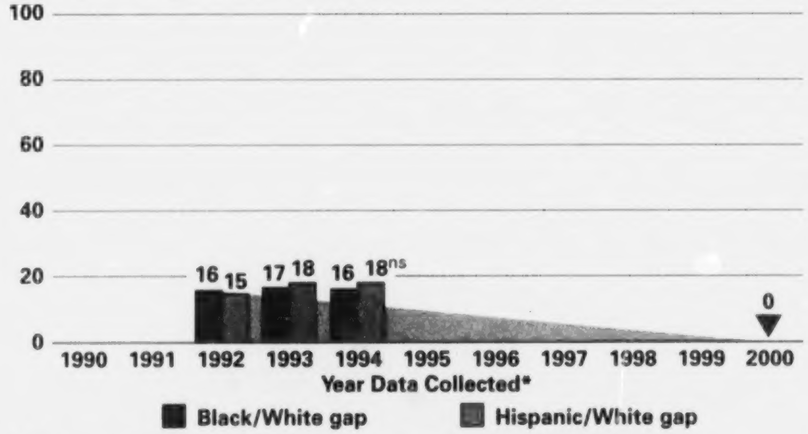
* Data on college enrollment will be collected annually through the year 2000.

Source: Bureau of the Census, National Center for Education Statistics, and Pinkerton Computer Consultants
This exhibit updates information presented in the 1994 Goals Report.

In 1990, disparities in college enrollment rates were 14 percentage points between White and Black students and 11 percentage points between White and Hispanic students. Gaps had not decreased significantly for either group by 1993.

College Completion

Disparities[1] (in percentage points) in college completion rates[2] between White and minority high school graduates aged 25-29



[1] Numbers differ slightly from data reported in the *National Data Volume* due to rounding.

[2] Includes Associate's degree, Bachelor's degree, and graduate/professional degree.

[ns] Interpret with caution. Change from the baseline was not statistically significant.

* The wording of the item for college completion changed substantially between the 1991 survey and the 1992 survey; therefore, 1992 is established as the baseline year for college completion. These data will be collected annually through the year 2000.

Source: Bureau of the Census, National Center for Education Statistics, and Pinkerton Computer Consultants
This exhibit modifies and updates information presented in the 1994 Goals Report.

In 1992, disparities in college completion rates were 16 percentage points between White and Black students and 15 percentage points between White and Hispanic students. Gaps showed no significant change for either group by 1994.

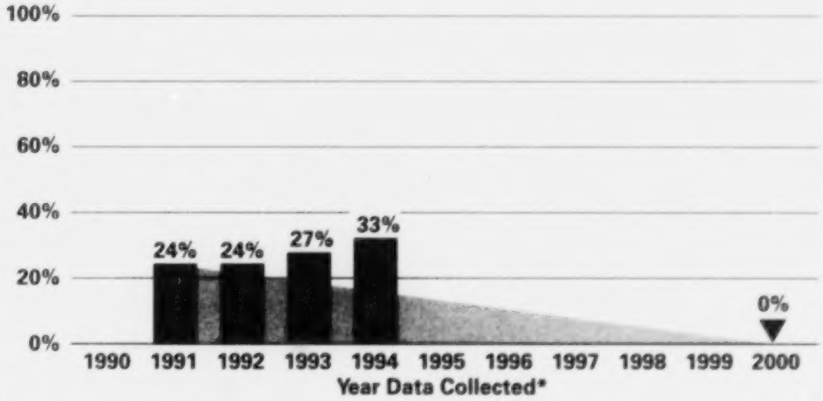
Exhibit 19

Overall Student Drug and Alcohol Use

Between 1991 and 1994, the percentage of 10th graders who reported that they had used an illicit drug during the previous year increased significantly, from 24% to 33%.

Drugs

Percentage of 10th graders who reported using any illicit drug[1] during the previous year



[1] See Appendix A for complete description.

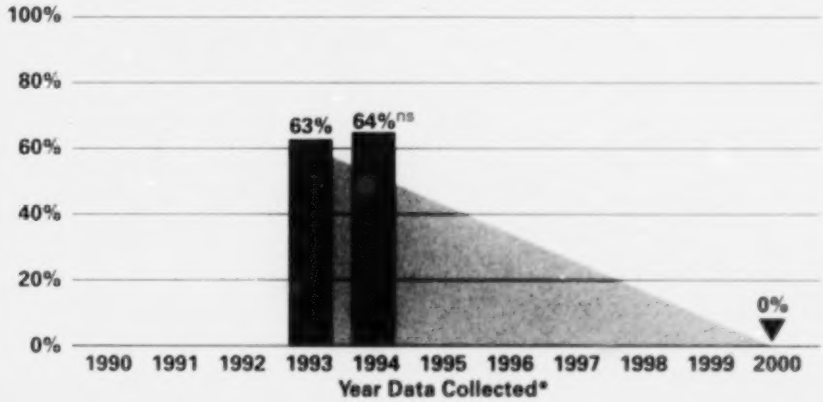
* Data on overall drug use by 10th graders will be collected annually through the year 2000.

Source: University of Michigan
This exhibit updates information presented in the 1994 Goals Report.

Between 1993 and 1994, there was no significant change in the percentage of 10th graders who reported that they had used alcohol during the previous year.

Alcohol

Percentage of 10th graders who reported using alcohol during the previous year



ns Interpret with caution. Change was not statistically significant.

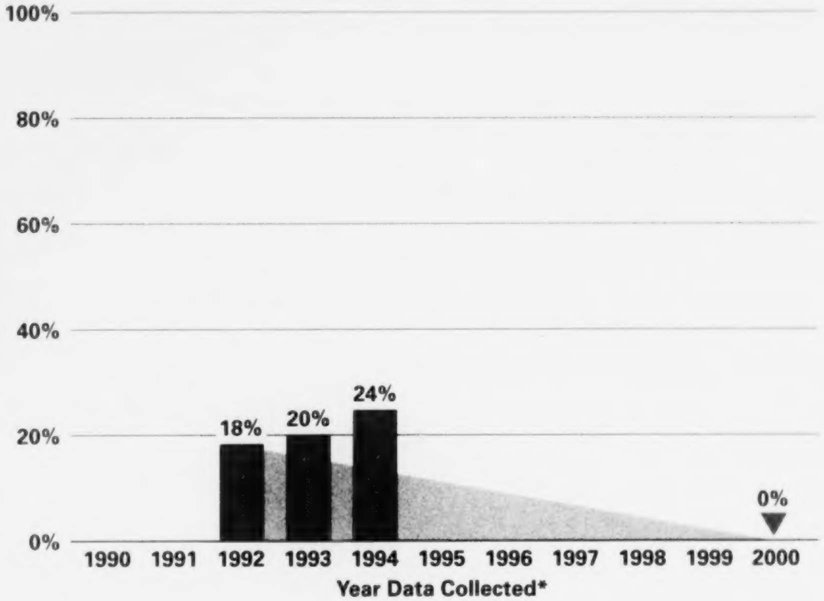
* Although data on student alcohol use were collected in 1991 and 1992, the wording of the item changed significantly between the 1992 survey and the 1993 survey. Therefore, 1993 is established as the baseline year. Data on overall alcohol use by 10th graders will be collected annually through the year 2000.

Source: University of Michigan
This exhibit modifies and updates information presented in the 1994 Goals Report.

Exhibit 20

Sale of Drugs at School

Percentage of 10th graders who reported that someone offered to sell or give them an illegal drug at school[1] during the previous year



Attempted drug sales at school increased significantly between 1992 and 1994, according to student reports.

[1] Or someone had actually sold or given them an illegal drug at school.

* Information on the sale of drugs at school was not asked of 10th graders prior to 1992. These data will be collected annually through the year 2000.

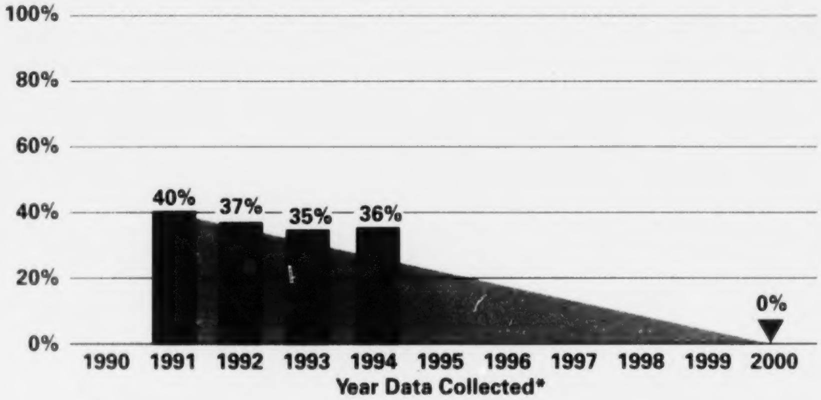
Source: University of Michigan
This exhibit updates information presented in the 1994 Goals Report.

Exhibit 21

Student and Teacher Victimization

Students

Percentage of 10th graders who reported that they were threatened or injured[1] at school during the previous year



[1] With or without a weapon.

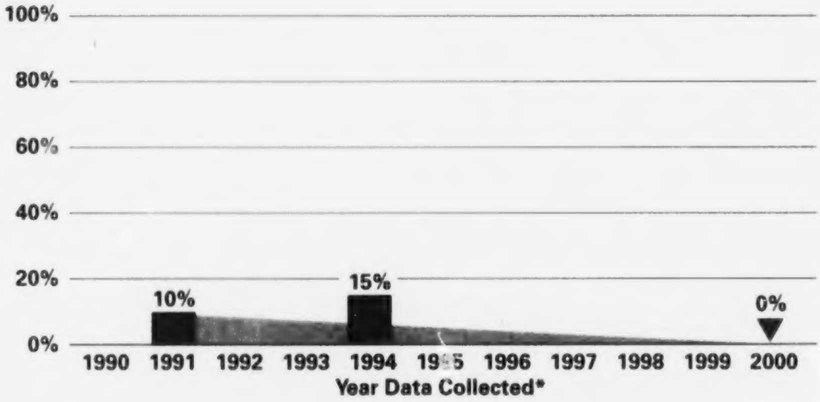
* Data on student victimization will be collected annually through the year 2000.

Source: University of Michigan
This exhibit updates information presented in the 1994 Goals Report.

In 1991, four out of ten 10th graders reported that they had been threatened or injured at school during the previous year. By 1994, the percentage had been significantly reduced.

Teachers

Percentage of public school teachers who reported that they were threatened with physical injury or physically attacked by a student from their school during the previous 12 months



* Data on teacher victimization will be collected again in 1999.

Source: National Center for Education Statistics and Westat, Inc.
This exhibit updates information presented in the 1994 Goals Report.

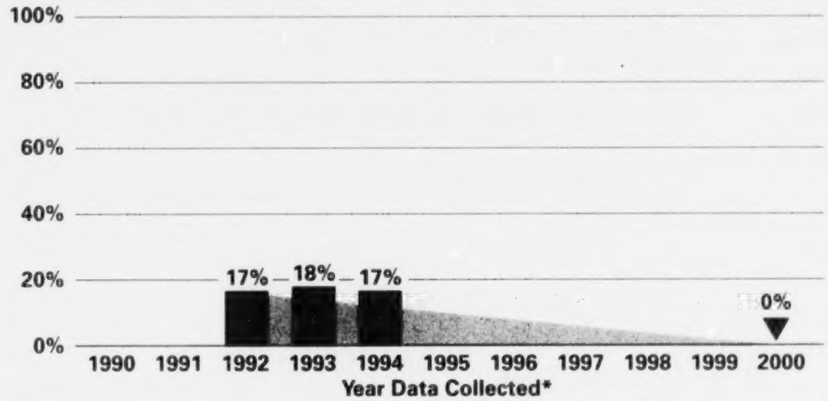
One out of every ten public school teachers reported in 1991 that they had been threatened or physically attacked by a student from their school during the previous year. By 1994, that proportion had increased to about one out of every seven.

Exhibit 22

Disruptions in Class by Students

Student Reports

Percentage[1] of 10th graders who reported that during an average week, misbehavior by other students often[2] interferes with their own learning



[1] Percentages differ slightly from data reported in the *National Data Volume* due to rounding.

[2] Often=6 times a week or more.

* Information on disruptions in class was not asked of 10th graders prior to 1992. These data will be collected annually through the year 2000.

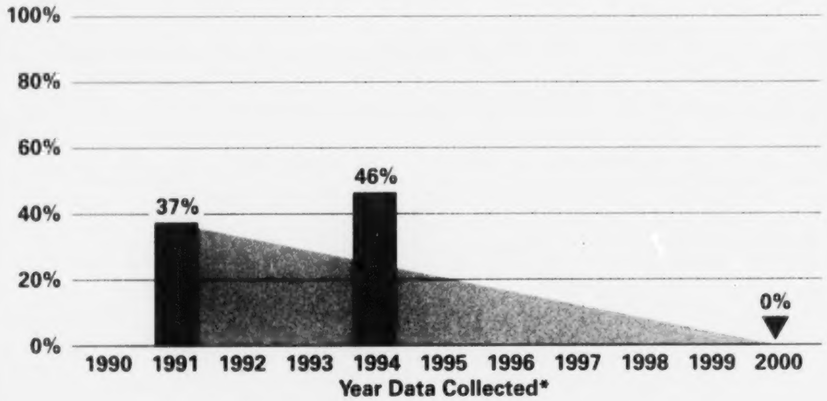
Source: University of Michigan

This exhibit updates information presented in the 1994 Goals Report.

In 1992, 17% of 10th graders reported that other students interfered with their own learning at least six times a week. No reduction in class disruptions was seen over the next two years.

Teacher Reports

Percentage of all secondary school teachers who reported[1] that student misbehavior interferes with their teaching



[1] Responses of "agree" and "strongly agree" combined.

* Teacher reports on disruptions in class will be collected again in 1999.

Source: National Center for Education Statistics and Westat, Inc.

This exhibit modifies and updates information presented in the 1994 Goals Report.

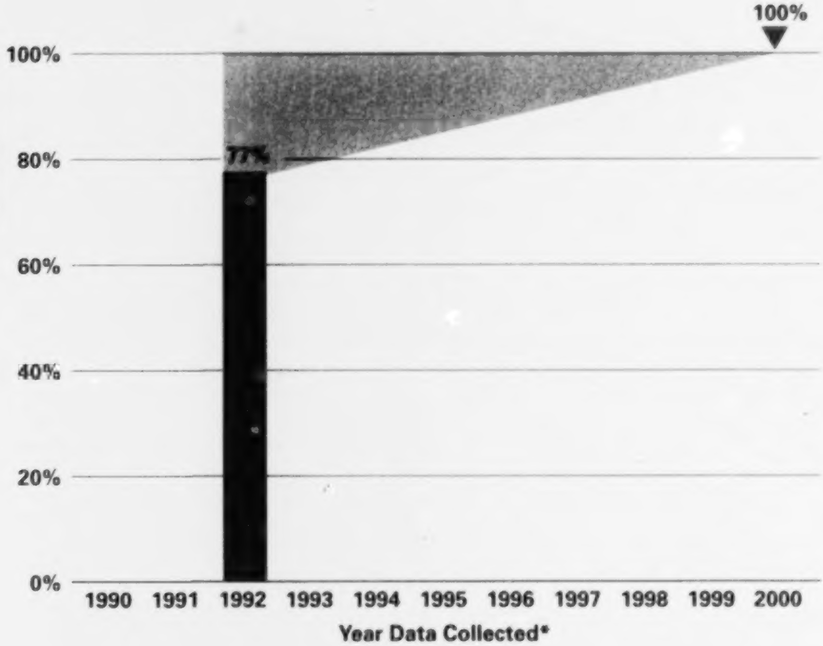
In 1991, over one-third of all secondary school teachers felt that student misbehavior interfered with their teaching. This percentage had risen to 46% in 1994.

Exhibit 23

Teachers' Reports of Parent Involvement in School Activities

Percentage of 8th grade public school students whose teachers reported that their students' parents attended parent-teacher conferences

In 1992, 77% of parents of public school 8th graders attended parent-teacher conferences, according to teachers' reports.



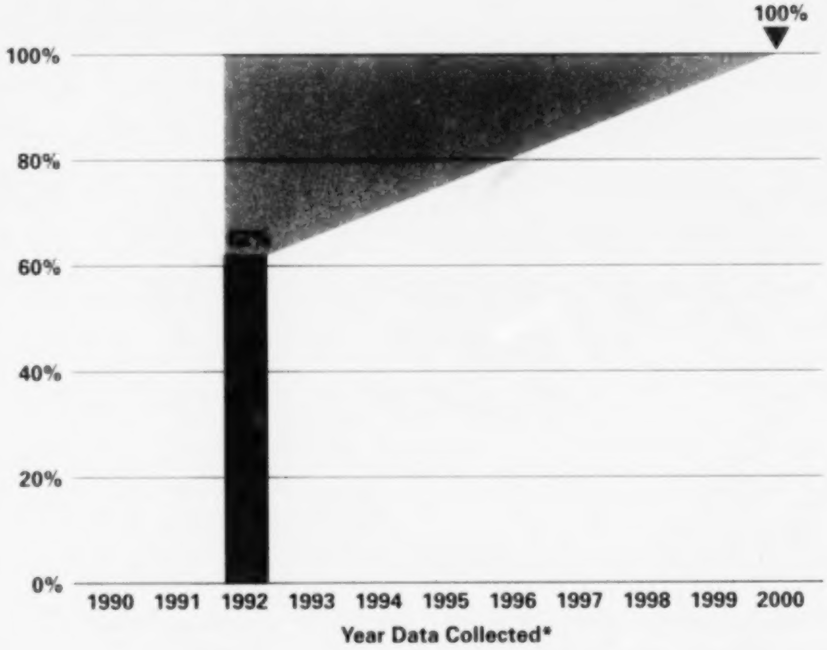
* Data on teachers' reports of parent involvement in school activities are only available for 1992. Current plans are to explore the use of future surveys to measure this indicator.

Source: U.S. Department of Education, Planning and Evaluation Service; and Abt Associates, Inc.

Exhibit 24

Principals' Reports of Parent Involvement in School Activities

Percentage of 8th grade public school students whose principals reported that their students' parents participated in policy decisions



In 1992, 62% of parents of public school 8th graders participated in policy decisions, according to principals' reports.

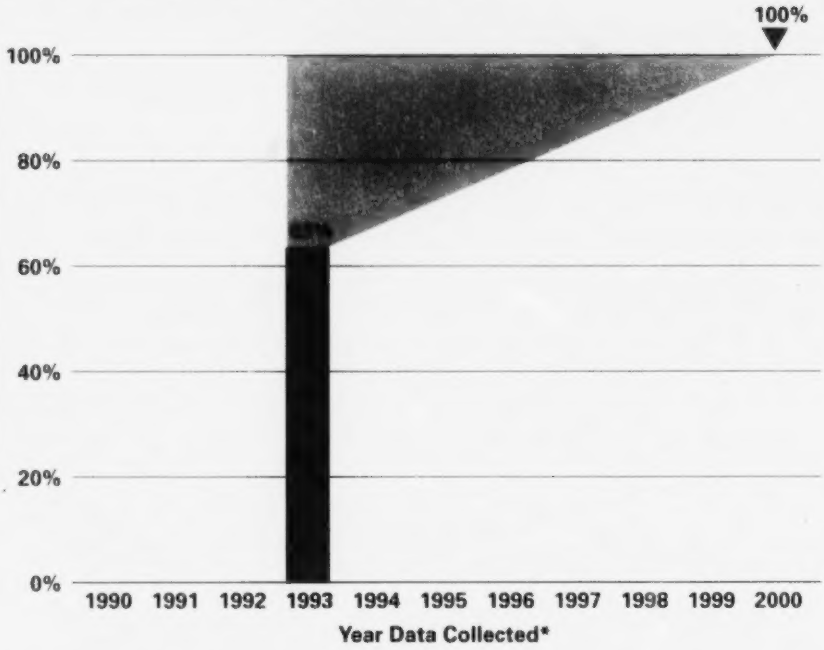
* Data on principals' reports of parent involvement in school activities are only available for 1992. Current plans are to explore the use of future surveys to measure this indicator.

Source: U.S. Department of Education, Planning and Evaluation Service; and Abt Associates, Inc.

Exhibit 25

Parents' Reports of Their Involvement in School Activities

Percentage of students in Grades 3-12 whose parents reported that they participated in two or more activities[1] in their child's school during the current school year



[1] Activities included attending a general school meeting, attending a school or class event, and acting as a volunteer at the school or serving on a school committee.

* Data on parents' reports of their involvement in school activities were not available prior to 1993. These data will be collected again in 1996 and 2000.

Source: National Center for Education Statistics and Westat, Inc.

In 1993, 63% of parents of students in Grades 3-12 reported that they participated in two or more activities in their child's school. These activities included attending a general school meeting, attending a school or class event, and acting as a volunteer at the school or serving on a school committee.

Table 7

Data Collection Schedule for Core Indicators at the National Level[1]

Indicator	1990	'91	'92	'93	'94	'95	'96	'97	'98	'99	2000
Children's Health Index	X	X	X	X	X	X	X	X	X	X	X
Immunizations					X	X	X	X	X	X	X
Family-Child Reading and Storytelling				X		X	X		X		X
Preschool Participation		X		X		X	X		X		X
High School Completion	X	X	X	X	X	X	X	X	X	X	X
Student Achievement (Grades 4, 8, and 12)[2]											
Reading[3]	X		X		X		X		X		
Writing[4]	X		X						X		
Mathematics	X		X				X				
Science[5]	X						X				
Foreign Languages											
Civics and Government									X		
Economics											
Arts[6]							X				
History					X						
Geography					X						
Teacher Preparation		X			X					X	
Teacher Professional Development					X					X	
International Mathematics Achievement Comparisons											
IAEP[7]		X									
TIMSS[8]						X					
International Science Achievement Comparisons											
IAEP[7]		X									
TIMSS[8]						X					
Mathematics and Science Degrees		X	X	X	X	X	X	X	X	X	X
Adult Literacy			X								
Participation in Adult Education		X				X			X		
Participation in Higher Education											
College Enrollment	X	X	X	X	X	X	X	X	X	X	X
College Completion			X	X	X	X	X	X	X	X	X

Table 7 (continued)
Data Collection Schedule for Core Indicators at the National Level[1]

Indicator	1990	'91	'92	'93	'94	'95	'96	'97	'98	'99	2000
Overall Student Drug and Alcohol Use											
Drugs		X	X	X	X	X	X	X	X	X	X
Alcohol				X	X	X	X	X	X	X	X
Sale of Drugs at School			X	X	X	X	X	X	X	X	X
Student and Teacher Victimization (student, teacher reports)		S,T	S	S	S,T	S	S	S	S	S,T	S
Disruptions in Class by Students (student, teacher reports)		T	S	S	S,T	S	S	S	S	S,T	S
Teacher and Principal Reports of Parent Involvement in School Activities			X								
Parent Reports of Their Involvement in School Activities				X			X				X

---

[1] Table prepared September 1995.

[2] Funding has been proposed in the U.S. Department of Education's budget to administer both national- and state-level NAEP assessments in 1998 and 2000; preliminary decisions have been made for 1998 and no decisions have been made for 2000 regarding which subjects will be assessed.

[3] In 1990, average reading scores were reported; student achievement levels were not established until 1992.

[4] In 1990 and 1992, student achievement levels were not established. However, in 1992 a Writing Portfolio Study was conducted. These data are presented in Exhibit 7.

[5] In 1990, average science scores were reported; student achievement levels were not established.

[6] The 1997 Arts assessment will cover four subject areas and is planned for grade 8 only.

[7] IAEP is the International Assessment of Educational Progress.

[8] TIMSS is the Third International Mathematics and Science Study.

Table 8

Data Collection Schedule for Core Indicators at the State Level[1]

Indicator	**1990**	**'91**	**'92**	**'93**	**'94**	**'95**	**'96**	**'97**	**'98**	**'99**	**2000**
Children's Health Index	X	X	X	X	X	X	X	X	X	X	X
Immunizations					X	X	X	X			
Family-Child Reading and Storytelling											
Preschool Participation											
High School Completion	X	X	X	X	X	X	X	X	X	X	X
Student Achievement[2]											
Reading											
Grade 4			X		X				X		
Grade 8									X		
Grade 12									X		
Writing											
Grade 4									X		
Grade 8									X		
Grade 12									X		
Mathematics											
Grade 4			X				X				
Grade 8	X		X				X				
Grade 12											
Science											
Grade 4							X				
Grade 8							X				
Grade 12											
Foreign Languages											
Civics and Government											
Economics											
Arts											
History											
Geography											
Teacher Preparation		X			X					X	
Teacher Professional Development					X					X	
International Mathematics Achievement Comparisons			X				X				
International Science Achievement Comparisons							X				
Mathematics and Science Degrees		X	X	X	X	X	X	X	X	X	X

Table 8 (continued)

Data Collection Schedule for Core Indicators at the State Level[1]

Indicator	1990	'91	'92	'93	'94	'95	'96	'97	'98	'99	2000
Adult Literacy			X								
Participation in Adult Education											
Participation in Higher Education			X		X		X		X		X
Overall Student Drug and Alcohol Use	X	X		X		X		X		X	
Sale of Drugs at School				X		X		X		X	
Student and Teacher Victimization (student, teacher reports)				S	T	S		S		S,T	
Disruptions in Class by Students (student, teacher reports)		T			T					T	
Parent Involvement in School (teacher, principal reports)		T,P			T,P					T,P	
Influence of Parent Associations		X			X					X	

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[1] Table prepared September 1995.

[2] Funding has been proposed in the U.S. Department of Education's budget to administer both national- and state-level NAEP assessments in 1998 and 2000; preliminary decisions have been made for 1998 and no decisions have been made for 2000 regarding which subjects will be assessed.

[redacted]

Chapter 3:
How Can Family-School-Community Partnerships Accelerate Progress Toward the Goals?

Although the nation and the states have made marked progress in education in some areas during the past five years, we are far from where we should be if we expect to achieve the National Education Goals by the end of the decade. We must try harder to achieve significant educational progress if our students are to be able to successfully compete in today's society. Otherwise, we run the risk of graduating young adults whose skills and training are insufficient to secure and maintain employment, succeed in college, compete in a global economy, and participate actively as citizens. What kinds of changes will be required to create the dramatic improvements needed to increase student and school performance? Can they be done in time to meet the ambitious targets specified in the Goals?

A number of educators and researchers argue that if the National Education Goals are to be achieved, families, schools, and communities must work collaboratively to form strong family-school-community partnerships. Children's families are so central to their educational success that a new National Education Goal on Parental Participation* was added to the original set of Goals last year. Goal 8 states:

> *By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.*

The three objectives under Goal 8 emphasize that states, schools, and families bear joint responsibility for ensuring students' school success:

> *Every State will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities.*

> *Every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decisionmaking at school.*

> *Parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.*

If the National Education Goals are to be achieved, families, schools, and communities must work collaboratively to form strong family-school-community partnerships.

This chapter examines the benefits of forming strong family-school-community partnerships, not simply to achieve Goal 8, but to achieve the other National Education Goals as well. In addition, this chapter describes different types of family involvement and the characteristics of effective family-school-community partnerships; depicts how well the nation's schools are doing to develop and maintain part-

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* In this chapter, the term "parent" refers to the adult(s) in the household responsible for the child's care and education (i.e., birth parents, stepparents, adoptive parents, guardians, and extended family members).

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nerships; and provides examples of efforts that local schools and communities across the nation are taking to increase and strengthen family-school-community partnerships that can accelerate progress toward the National Education Goals.

What is a family-school-community partnership?

The term "family-school-community partnership" is increasingly used in lieu of terms such as "parental involvement" or "parental participation" because partnerships imply shared responsibility between home and school. As advisors to the Goals Panel[1] have pointed out:

> *Earlier emphases on "parent involvement" put the burden on parents to figure out how to become involved in their children's education. Recent emphases on "school, family, and community partnerships" put some of the burden on schools to create effective programs to inform and involve all families. The term "partnership" recognizes the equal status of families and schools in their shared responsibilities for helping children learn and develop, for helping children succeed in school and in life, and for helping schools develop and maintain high quality programs.*

A growing body of research suggests that increased family involvement is associated with desirable student achievement, such as higher mathematics and reading scores and better report card grades.

Why should we develop family-school-community partnerships?

Reasons for developing and maintaining strong family-school-community partnerships are numerous. First, a growing body of research suggests that increased family involvement is associated with desirable student achievement and behavioral outcomes, such as:[2,3,4,5]

- higher mathematics and reading scores;
- better report card grades, attendance, behavior, and attitudes in middle and high school;
- reduced likelihood that a student will repeat a grade or be in the lower half of his/her class;
- decreased likelihood that a student will be suspended or expelled from school;
- decreased likelihood that a child's parent will be contacted by the teacher about a classroom behavior problem; and
- greater student participation in extracurricular school activities.

Second, there is abundant public support for increased parental involvement in the nation's schools. Almost one-third of public secondary school teachers in the U.S. believe that lack of parental involvement is a serious problem in their schools.[6] The U.S. Department of Education reported in its recent publication, *Strong Families, Strong Schools*,[7] that:

- Four out of ten parents surveyed by the National PTA and *Newsweek* believed that they were not spending as much time as they would like to on their children's education.[8]
- Teachers rated strengthening parental involvement in their children's education as the most important educational policy priority in the coming years.[9]
- Nearly three-fourths of 10- to 13-year-olds and nearly half of 14- to 17-year-olds reported that they would like to talk to their parents more about schoolwork.[10]
- Nearly nine out of ten business executives rated lack of parental involvement as the biggest obstacle to school reform.[11]

A third reason for increasing and strengthening family-school-community partnerships is that they are essential to achieving the National Education Goals. Practically speaking, no single group is likely to attain the Goals without the assistance and support of others. For example, it is unrealistic to expect that without the assistance of parents, schools alone can attain the first Goal — that all children will start school ready to learn — since parents are chiefly responsible for their children's health and well-being and their earliest learning experiences prior to school entry. Likewise, it is unrealistic to expect that parents alone can ensure that schools are safe, disciplined environments for learning which are free of drugs and alcohol unless they have the backing and commitment of the school administration and staff. Although it is difficult to envision that the National Education Goals could easily be attained by teachers alone, schools alone, par-

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ents alone, or government alone, by working together as partners we can greatly improve our chances of attaining all of the Goals.

The Good News

Researchers point out that building partnerships can result in benefits not only for students and families, but also for schools and communities. Family-school partnerships can:

- improve school programs and school climate;
- provide family services and support;
- increase parents' own skills and leadership;
- connect families with others in the school and in the community;
- help teachers with their work; and most important,
- help all students succeed in school and in life.[12]

Other benefits include:

- better coordination of teacher and parent efforts;
- greater personal attention for the child from the teacher;
- increased likelihood that problems will be corrected and corrective action will be taken before problems become serious; and
- clear communication to the child that school is important by virtue of the fact that the parent is involved.[13]

Further good news is that schools can consciously build partnerships to maximize parent participation. Zill and Nord[14] found that parent involvement tends to be higher in some types of schools (such as private schools, elementary schools, and smaller schools) than in others. Schools with low levels of parental participation may be able to increase participation by adopting some of the practices and characteristics of high-involvement schools. For example, schools can take steps to ensure that the values and preferences of parents are respected and to create an environment in which active parental participation is encouraged and welcomed.

Finally, it appears that it is entirely possible for schools to make measurable progress in building strong family-school-community partnerships within a relatively short period of time. Research suggests that effective family-school-community partnerships can be established in as little as three to five years.[15] Thus, family-school-community partnerships hold promise as one means of making the kinds of rapid improvements required to meet the National Education Goals by the end of the decade.

It is important to understand that schools can involve parents in many different ways, and that schools which involve parents only superficially will be less successful than those which attempt to build strong communications with parents on a regular basis, actively welcome parents to take part in school activities, and seek out and incorporate their input in policy decisions. It is not the case that any practice which involves families will lead directly to higher student achievement. In fact, as Zill and Nord[16] point out:

> *It is not that having a parent attend PTA meetings leads directly to higher test scores or better conduct marks for the child. Rather, parent participation in school activities is likely to mean closer parental monitoring of what is happening in the school in general and in the child's classroom in particular.*

Research suggests that effective family-school-community partnerships can be established in as little as three to five years.

Although some kinds of family involvement practices are closely linked to improvements in student achievement, others lead to different kinds of equally desirable outcomes.[17] For example, some practices may influence student behavior (e.g., improvements in attendance or homework completion), parent behavior (e.g., increased interactions with other parents and the school), or teacher behavior (e.g., new approaches to homework or a better understanding of families' concerns in the community). In addition, parents can influence changes in school structure and mission, such as in helping a school become a magnet school or a charter school. Many states and districts around the country have adopted these alternative types of

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schooling, and many have found increased levels of family involvement under these different models.

The next section presents a framework for looking at the different types of family involvement that can lead to the kinds of improvements needed to accelerate progress toward the Goals.

What are the different types of family involvement?

Joyce Epstein of Johns Hopkins University has developed a framework of six major types of family involvement.[18] This framework has evolved over years of study in elementary, middle, and high schools, and is intended to help schools create more comprehensive partnerships and improve current practices. According to Epstein, the six types of involvement include different practices, present unique challenges that must be met in order to involve all families, and are likely to produce different kinds of results for students, teachers, parents, and school climate as each school tailors its program to meet the needs of the families in its community. A very brief description of Epstein's six types of family involvement, sample practices, and benefits is presented here.†

There are six major types of family involvement in education: parenting, communicating, volunteering, supporting student academic work at home, decisionmaking, and collaborating with the community.

Type 1: Parenting

Role of school: To help all families establish home environments to support children as students.

Sample practice: The school offers parent education and other courses or training for parents (e.g., General Educational Development (GED) certificate, college credit, family literacy).

Example of benefits for parents: A better understanding of and increased confidence about parenting, child and adolescent development, and changes in home conditions for learning.

Type 2: Communicating

Role of school: To design effective forms of school-to-home and home-to-school communications about school programs and children's progress.

Sample practice: The school provides clear information to parents on choosing schools or courses, programs, and activities within schools.

Example of benefits for students: More informed decisions about courses and programs.

Type 3: Volunteering

Role of school: To recruit and organize parent help and support.

Sample practice: The school conducts an annual postcard survey to identify all available talents, times, and locations of volunteers.

Example of benefits for teachers: Increased attempts to involve families, including those who do not ordinarily volunteer at school, in new ways.

Type 4: Supporting student academic work at home††

Role of school: To provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

Sample practice: Teachers create homework assignments that encourage students to discuss and interact with families on what they are learning in class.

Example of benefits for students: Gains in student skills, abilities, and test scores linked to homework and classwork.

Type 5: Decisionmaking

Role of school: To include parents in school decisions, developing parent leaders and representatives.

Sample practice: The school supports active parent-teacher organization, advisory councils, or committees for parent leadership and participation.

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† See Epstein (1995) for a fuller description of the framework and additional sample practices and benefits (referred to as "expected results" in Epstein's framework) for students, parents, and teachers.

†† Referred to as "Learning at home" in Epstein's framework.

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Example of benefits for parents: Greater parental input into policies that affect child's education.

Type 6: Collaborating with community

Role of school: To identify and integrate resources and services from the community, strengthen school programs, family practices, and student learning and development.

Sample practice: The school provides information on community activities that link to learning skills and talents, including summer programs for students.

Example of benefits for teachers: Increased awareness of community resources to enrich curriculum and instruction.

While all six types of family involvement practices can strengthen home-school relationships and result in positive outcomes for students, their families, and schools, the Goals Panel is particularly interested in the types of home activities and family involvement practices that can increase student academic achievement. This is because two of the eight National Education Goals speak directly to student mastery of academic skills. Goal 3, Student Achievement and Citizenship, states that all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter, including English, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. Goal 5, Mathematics and Science, states that by the year 2000, U.S. students will be first in the world in mathematics and science achievement. In order to achieve these particular Goals, schools will need to enlist parents' support for the kinds of home-school practices that are associated with increased student achievement.

Examples of Comprehensive Family-School-Community Partnerships

Four schools have implemented exemplary family-school-community partnerships. The first two schools — Katy Elementary School in Katy, Texas, and Sarah Scott Middle School in Terre Haute, Indiana — were the winners of the 1995 Strong Families, Strong Schools Contest sponsored by Scholastic, Inc., Apple Computer, Inc., the U.S. Secretary of Education, and the National Education Goals Panel. The second two schools — Kettering Middle School in Upper Marlboro, Maryland, and Booker T. Washington Elementary School in Champaign, Illinois — were the first runners-up in the contest.

During the past year invitations to participate in the Strong Families, Strong Schools Competition were sent to each of America's 102,434 public, private, and parochial school principals. The competition was designed to recognize successful family involvement programs around the country to serve as models for other communities. Specifically, the competition hoped to:

- encourage new connections between schools and families;
- strengthen existing connections between schools and homes;
- help schools and interested organizations learn what others are doing to improve education; and
- promote the use of new technologies and practices that strengthen reading and learning skills.

The top four schools received educational materials and products from Scholastic, Inc., and Apple Computer, Inc., as well as special recognition from the U.S. Secretary of Education and the National Education Goals Panel. The Goals Panel has chosen to highlight these four schools in this year's *National Education Goals Report* as models of exemplary family-school-community partnerships.∞

∞ Descriptions of the four schools were taken from information provided in the winners' contest applications.

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What specific kinds of family practices are related to students' school achievement?

1. General achievement.

Analyses of data from the 1988 National Education Longitudinal Study (NELS) revealed that the following parent behaviors were positively associated with improved student test scores:[19]

- talking regularly with children about their school experiences;
- limiting television watching on school nights;
- ensuring adequate after-school supervision;
- knowing the parents of their children's friends; and
- engaging in contact with the school about its academic program.

Data from the 1993 National Household Education Survey (NHES) showed that students whose parents reported lower levels of school involvement were more likely to repeat a grade, be suspended or expelled from school, be in the lower half of their class, and have their parents be contacted by the teacher about a classroom behavior problem.[20]

2. Reading achievement.

Number of reading materials in the home. Achievement on the National Assessment of Educational Progress (NAEP) is consistently related to the number of reading materials in the home.[21] One way for parents to increase both the number and variety of reading materials at home and thereby help their children become proficient readers is to make use of the local public library, even at very early ages. Most parents do not use this resource on a regular basis with young children; in 1995 only 39% of 3- to 5-year-olds were taken by their parents to visit a library within the previous month.[22]

Katy Elementary School, Katy, Texas

The mission statement of Katy Elementary School says: "Katy Elementary, through a balanced, dynamic curriculum and cooperative partnership with parents and community, will prepare its diverse student body for the changes and challenges of the future, all the while believing that children should 'love to learn.' " This statement sums up the school's commitment to incorporating family involvement into the school to promote high academic performance.

One of Katy's strongest programs to help families become involved in their children's learning is the Red Flag Project. Begun in 1988, this program is designed to help students identified by the school district as "At Risk"/Red Flag students, who tend to be from areas of poverty and high crime. Red Flag is the campus definition for a child in danger of being classified as "At Risk." In 1994, Katy Elementary had 217 such students. "At Risk"/Red Flag students in grades 1-5 are paired with a member of the school faculty or staff, a community volunteer, or a parent volunteer who serves as a mentor and meets with the student to monitor his/her academic progress. Mentors also hold small group conferences with students on topics such as school attendance, study skills, social skills, and peer pressure. Many mentors work with the same children for several years. Often the school develops Individual Learning plans for Red Flag students; these help teachers accelerate learning. There is a high degree of collaboration dedicated to these students.

Katy makes a special effort to encourage parents of Red Flag Project students to become more involved with school activities through personal letters, phone calls, and home visits. A parent group (Parents and Relatives Involved in Directing Educational Success - PRIDES) was specifically formed to work with parents of Red Flag Project students and encourage family involvement. A Red Flag Project parent was elected to serve on the Campus Advisory Team, which helps develop school policies and get input from parents and community members.

The Red Flag Project has caused an increase in state assessment test scores for students in the program for at least three years. There has been a 50% decrease in discipline referrals for students in

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Student reading at home. Results of the 1992 NAEP reading assessment revealed that students in Grades 4, 8, and 12 who reported that they regularly read for fun on their own time consistently outperformed students who tended to read only what was required of them for school.[23] At all three grade levels, students who reported that they regularly discussed their reading with family and friends scored higher in reading than students who reported that they rarely or never did so. Parents can help their children acquire good reading habits and develop a love of reading by reading to them or with them from infancy. In 1995, 72% of 3- to 5-year-olds were read to or told stories regularly by their parents.[24]

Limits on television viewing. NAEP reading results from 1992 also showed that student reading proficiency declined as television viewing at home increased.[25] Average reading performance declined significantly among 4th graders when television viewing exceeded four hours each night, among 8th graders when television viewing exceeded three hours each night, and among 12th graders when students watched as little as one hour of television per night. Students in all three grades who reported watching television six or more hours each night had the lowest reading proficiency of all. Additional analyses of NAEP achievement scores showed that students do less reading for fun as they grow older and spend twelve times as much time watching television as on personal reading.[26]

Homework. In 1990, NAEP reading data showed that for 17-year-olds, more time spent on homework was related to higher levels of reading proficiency, though the relationship was less clear at younger ages.[27]

3. Mathematics achievement.

Five factors reflective of family behaviors and characteristics were recently examined to determine their relationship to student achievement on the 1990 NAEP mathematics assessment.[28] These factors were:

Katy Elementary School (continued)

the program. More Red Flag Project students have become involved in extra-curricular and after-school programs. Their school attendance has been exemplary. Katy is helping students and their parents become engaged and involved in learning, hopefully setting the stage for continued involvement and achievement in later years of schooling and thus avoiding student dropout.

Katy Elementary considers itself an outreach school and makes every effort to help families become more involved in their children's learning. One strategy is the Neighborhood Block Meeting. School faculty go out into neighborhoods holding meetings in churches or community centers. Such settings encourage more serious dialogue. With a neighboring elementary school and the closest junior high, Katy Elementary offers parenting classes. School announcements are sent out in both English and Spanish. Within the last five years, Katy has begun a pre-kindergarten program for low-income or limited English proficient students to help better prepare children for school. Enrollment in the preschool program has increased by 344% since it began.

On any day, at least a dozen parents are involved in the daily routine of the school. Over 150 parents volunteered last year. Parents run the Exploration Station, a learning center filled with videos, books, magazines, games, and worksheets about various educational topics. Parents have also taken responsibility for landscaping and maintaining the school grounds. Because parents and students are so involved in taking care of the school, there is virtually no problem with graffiti or vandalism.

Katy has developed a quality parent involvement program which works with parents at all levels of involvement in the school. The school is assessing its program by tracking students in the initial pre-kindergarten class. After four years, 100% of the parents have attended every parent-teacher conference, and 68% of the parents in this year's class participated in the PTO or other volunteer programs. Parents are truly an essential and integral part of the Katy community.

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Sarah Scott Middle School, Terre Haute, Indiana

In their application to the Strong Families, Strong Schools Competition, the principal of the Sarah Scott Middle School wrote, "We envision a time when the 'school' isn't simply a building down the block where the kids go every day and 'education' isn't something that teachers DO to the children when they get there." In order to achieve this vision, the school has developed an effective parent involvement program to bring families and the community together to help the Sarah Scott students learn.

Sarah Scott has developed many different parent involvement strategies to try and combat the trend of parent participation dropping off as students get older. Lack of communication between schools and families is often a problem, and Sarah Scott has developed a number of ways to improve communication. School representatives often go out into the community to homes, churches, and housing units to speak to parents. The school runs a homework hotline which parents can use to find out about upcoming events as well as daily updates of their children's homework or to leave messages for their children's teacher. Additionally, the Parent Advisory Council, which coordinates all volunteer committees, runs a phone network to inform parents of upcoming events. Although parent conferences are held on a regular basis as needed, in the spring of 1994 the school used grant funds to provide substitute teachers so that teacher teams could meet with parents over a three-day parent-team conference week. Feedback from both groups showed that these conferences were "informative and meaningful."

To help parents better help their children succeed academically, the group Parents as Educational Partners holds several meetings a year on issues such as adolescent development, career awareness, and transition to high school. There is a Parent Room at the school which houses information on a number of topics of interest to parents. The school has also held a "Parent University," a collaborative effort of several human service agencies as well as parents, with sessions on topics such as parenting skills, computers, violence prevention and conflict resolution.

The school also works to help parents help their children learn at home. Sarah Scott was chosen as the pilot school and only middle school to participate in the Buddy Project, a program that

- student absenteeism from school;
- amount of TV watched;
- reading more than 10 pages daily for school and homework;
- the presence of at least three types of reading materials in the home; and
- the presence of two parents in the home.

Together, these five factors accounted for 91% of the variation in states' NAEP mathematics scores. While the presence of two parents in the home is not controllable, the other four factors — absence from school, TV watching, student reading, and variety of reading materials — are fully within the scope of parental control.

How well do current levels of family-school-community partnerships measure up?

Goal 8: Parental Participation envisions a high level of parental participation in every school by the year 2000. Since family involvement encompasses so many activities at home and at school, it can be measured on a number of different levels. Indicators can measure activities in the home, such as reading to children, checking homework, and talking about school events, measure family involvement with the school, such as in the classroom or in policy roles, or measure the role the school plays in fostering family-school-community partnerships.

This diversity of ways of looking at family involvement in education makes family involvement difficult to measure. Family involvement

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Sarah Scott Middle School (continued)

funds a computer lab and take-home computers for students and their families. The advisory group formed to run this project is made up of parents and community members. The school also periodically sends home newsletters to inform parents about school activities and student achievement.

Parents volunteer throughout the school. To promote school safety, the Parent Security Team was formed. This Team is a group of parents who wear special T-shirts and provide a visible presence at all school activities to help prevent violence. The group was consciously chosen to be made up only of fathers to provide adult male role models for children from families where there are none.

Sarah Scott encourages parents to play an important role in the school governance and decisionmaking. A school improvement team, made up of the principal, teacher representatives, parents, and community members, was formed to reach the mission and goals of the school. Each representative returns to his/her constituency group to discuss each item brought before the team for consideration. This helps incorporate many different views and allows a large number of people to be involved in the decisionmaking process. Parents have also formed F.R.E.E. (Families Rallying for Educational Equity), an advocacy group working to address the facility needs of Sarah Scott.

The percentage of parents involved in the school has increased from very few to a regular participation of about 50%, and occasional participation of another 25%. The school is participating in the second year of an in-depth self-study, and is awaiting data to compare with the first year. But they feel that they don't need numbers to tell them that their parent involvement program really works!

tends to be harder to quantify than many of the other Goals, such as student achievement, for example. The National Education Goals Panel, through its resource group on Parent Participation, has chosen a broad range of indicators which provide a comprehensive look at the current level of family involvement in their children's education. Indicators report on the role of the school in fostering partnerships, principals', teachers' and parents' perceptions of parent involvement, and parents' view of school quality.

Parents and teachers both report high levels of parental attendance at parent-teacher conferences, around 90% or higher for parents of children in Grades 1 and 4. But principals report only around 60% of parents participate in making decisions about school policy. Other indicators show that parent involvement decreases as student grade level increases. Parents' reports of their involvement in school activities show that involvement decreases from 74% in Grades 3–5 to 62% in Grades 6–8 and 53% in Grades 9–12. This trend is also reflected in the reports of principals and teachers. Further data are presented in the *National Volume* of the 1995 *Goals Report*.

These indicators suggest that there is much to do before the goal of 100% parental involvement will be achieved. While we hope that by the year 2000, every school will promote partnerships that increase parental involvement, currently, we, as a nation, still fall short of this Goal.

The next section provides a few examples of the many kinds of efforts that states and local communities are taking to increase and strengthen family-school-community partnerships to accelerate progress toward each of the National Education Goals.

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Family-School-Community Partnership Practices Related to the National Education Goals

Goal 1: Ready to Learn. The state of Missouri requires by law that every school district adopt the Parents as Teachers (PAT) program. PAT works with parents of children from birth to age five, training parents about child development and ways to help children be more prepared for school. The program includes regular home visits by a parent educator who works with parents on child-rearing skills and child development as well as ongoing parenting workshops. A study of the program found PAT children scoring above national averages on measures of language development and school-related success. Parents as Teachers has been replicated in over 1,650 sites nationally and in four foreign countries.[29,30]

The Head Start Family Literacy Program in Hartford, Connecticut, began in 1989 as a collaboration between the Community Renewal Team of Greater Hartford, the United Technologies Corporation (UTC), the Literacy Volunteers of America, and the Urban League of Greater Hartford. This program, designed to help inner-city children achieve school readiness, brings together preschool children, their parents, and volunteers who help both the children and their parents with reading skills. UTC employees and other volunteers read to children during the day and tutor parents in the evenings. The Urban League helps parents work towards their GED and provides English as a Second Language classes. The program has been very successful, with over 850 children involved in the reading program to better prepare them for school, and more than 85 parents referred to tutors, job training programs, and job counselors.[31]

The Home Instruction Program for Preschool Youngsters (HIPPY) is a home-based, early intervention program that helps parents create experiences for their three-, four-, and five-year old children to lay the foundation for success in school and later life. The program is designed specifically for those parents who may not feel confident in their own abilities to teach their children. Every other week paraprofessionals,

Kettering Middle School, Upper Marlboro, Maryland

Kettering Middle School has built their entire school governance system around the concept of family involvement. The school has developed a middle school family involvement program that has received national attention, not just as a runner-up in the Strong Families, Strong Schools Contest, but also as a 1993 U.S. Department of Education Blue Ribbon School.

At the entrance to Kettering Middle School there is a large banner proclaiming "AT OUR SCHOOL . . . Parents Are Important!" The school has made a conscious commitment to keep in close contact with Kettering parents. One of the school improvement goals is to "build home-school partnerships for learning through communication." To this end, an additional office staff position was created for the sole purpose of contacting parents about school programs and student issues. The school surveys parents a number of times throughout the year, and one recent parent survey came back with an 80% return rate.

The school feels that parents are essential for students' academic success. Kettering requires that parents visit at least one of their child's classes once each quarter, meet with a counselor or the academic team at least once each semester, sign all homework, establish and maintain an organized and structured learning environment at home, discuss school activities, and assist with course selection. The school provides assistance to those parents who need it. Parents have committed to the school that they will support, encourage, and enforce the daily "Sustained Homework Time," which is from 6:30 to 9:00 PM. This is an agreement between parents and the school that every child will focus on homework during these hours every night. Parental involvement has helped increase student grade point averages as well as scores on state and local tests.

Kettering has developed a number of "contracts" in the areas of academic performance, discipline, and attendance. Signed by the student, a parent, and the teacher, these documents set out

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who are themselves participants in the program, make home visits to role play HIPPY activities with parents. On alternating weeks, group meetings are held. During group meetings, parents participate in enrichment activities on issues such as parenting and family life and improving their own situations through further education and training. During 1994–1995, there were 107 HIPPY programs in 24 states serving almost 15,000 families.[32]

Goal 2: High School Completion. Through a grant from AT&T, the University of Texas at San Antonio has developed the Hispanic Mother-Daughter Program to provide long-term intervention to help Hispanic girls complete high school and continue on to higher education. This program was developed specifically for Hispanic females, since 31% drop out of high school and only 8% go on to receive a four-year degree. Beginning in the eighth grade, the program brings girls and their mothers to the university campus for counseling and academic programs that emphasize the importance of higher education and career planning. The program has maintained a 98% retention rate, and 100% of the young women who have completed the program have continued on to higher education.[33]

Goal 3: Student Achievement and Citizenship. In 1993, the Minneapolis School District established the "Minneapolis Covenant," an agreement among parents, students, teachers, school staff, and community members to help students achieve academically. By having each student, parent, and teacher sign this contract, all parties recognize their importance and each other's importance in ensuring students' educational success. The superintendent personally signed each of the 25,000 contracts.[34]

Schools around the country have adopted the "Success for All" program. This program targets disadvantaged students in grades pre-K through 5. Using parental involvement, tutoring, and a special reading program, the program strives to have every student in a high-poverty school finish third grade with grade-level reading skills, as well as decrease the number of students referred to special education classes and the number of students held back to repeat a grade. A family support team is developed with school personnel to reach out to parents of chil-

Kettering Middle School (continued)

expectations for the school year and affirm the support of each participant in helping to meet those expectations. School staff hold workshops and meetings around issues such as alcoholism, single-parenting, and working with disabled children, at times when parents can get to the school, such as at night and on weekends. The school has also begun several outreach programs to address specific needs of the community, including programs for parents of alcoholics, families in crisis, single-parent families, latchkey families, and parents of students with disabilities.

Many parent groups have developed at Kettering, including the Parent Teacher Student Association, Parents Promoting an Academic Focus, and the Parent Mathematics Booster Group. These groups plan and run a number of school programs, such as Career Day, Math Fun Day, picnics, PTSA Sock Hops, and Family Fun Nights. Parent groups have an office in the school, wear name badges, and carry Kettering Parents business cards. Approximately 91% of parents participate in school activities and events. Parents are also involved in helping the school develop a strong school-based management program, and meet often with school staff and members of the community.

Kettering's principal collaborates with community groups such as the Maryland Park and Planning Commission, the Boys and Girls Club, and church groups to provide building space for family-oriented programs after school, on weekends, and in the summer. Parents often are the ones to forge bonds between the school and the community; they frequently search the county to establish business and legislative partnerships. All in all, parents are an essential component of Kettering Middle School. Kettering is an excellent example of a school that recognizes that families and schools must work together to achieve high academic performance.

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Booker T. Washington Elementary School, Champaign, Illinois

B. T. Washington is a Humanities magnet school that was established in 1968 to promote racial integration. The ethnic mix of the school is 50% white, 29% African-American, 20% Asian, and 1% Hispanic. Thirty-three percent of the students are low-income, 9% have limited English proficiency, and there is a large international student population. Because B.T. Washington is a magnet school, parents are initially involved just by choosing to send their children there. Thus there is a fairly high initial level of family involvement, but the school staff have recognized the importance of cultivating the home-school relationship and attempt to involve parents in many additional ways.

Parents are EVERYWHERE throughout the school. Parents often come into the classrooms and play an active role in helping students learn by tutoring students and giving needed one-on-one attention. Parents are often invited into the classroom, where they help plan and organize classroom lessons and activities. International parents help their children share their culture and customs. Through the PTA, parents organize fundraising activities, such as an annual Walk-A-Thon or a school cookbook.

The principal's office frequently makes calls to parents who do not regularly attend school functions to encourage them to do so. The school makes a special effort to assist parents of children with disabilities, especially with issues such as transportation. Teachers, the school social worker, and the principal make home visits to help parents take full advantage of offerings at the school. During important school meetings, the PTA provides child care services, and parent-teacher conferences are scheduled at times convenient for parents. Through these efforts, the school manages to help many more parents become a part of their children's education.

Parents are also a part of the school decisionmaking process. In order to improve site-based management the school district established sets of Building Councils, composed of representatives from the administration, educational support personnel, parents and teachers. The Building

dren having difficulty, to help parents become more involved in the program and with their children's education, and to refer families to community service agencies if they need help. In a comparative study, slightly less than 4% of Success for All third-graders were performing two years below grade level, whereas roughly 12% of the control group students were at that lower level.[35]

In 1988, the San Diego City Schools began a districtwide home-school partnership program recognizing the importance of parental involvement and committing the district to increasing the number of families involved in their children's education. The district has developed a program that addresses the diverse needs of the San Diego community and its student population, which has an ethnic breakdown of 37% White, 16% African-American, 27% Hispanic, and 19% Asian/Pacific Islander students. Every month the district distributes Home Learning Calendars, printed in seven languages, to parents with activities to support reading, writing, listening and speaking skills, as well as tips on building children's self-esteem.

The district has developed a number of resources for administrators and staff, such as a guide book called "Parent Involvement and the Asian/Pacific Population," a series of "Teacher Tools" which provide practical suggestions for teachers on how to better involve parents, and a 50-page handbook for principals and staff on developing and improving their parent involvement program at the school level. The district also runs a Mobile Parent Resource Center, a converted yellow school bus, which travels to schools and communities leading parent workshops in Spanish and English and distributing materials on improving home-school relationships. Finally, San Diego holds annual Parent Involvement Conferences, which last year had over 1,400 parents and teachers in attendance. Through its districtwide commitment to family involvement, San Diego has built an excellent parent involvement program committed to improving the education of their school children.[36]

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Booker T. Washington Elementary School (continued)

Councils discuss development of new school programs, use of building space, and the vision for the school. Parent representatives solicit input from other parents to help ensure that families have an active voice in school governance. Parent representatives also serve on interview teams when the school hires new staff. This is just one way the school acknowledges the importance of including families in every aspect of their children's education. When the school recently underwent a state-mandated school improvement process, parents were instrumental in helping school staff conduct and utilize a survey of the community to help identify the role of the school.

B.T. Washington encourages families to work with their children to help the students succeed academically. With part of their Chapter 1 funding, the school held a Family Reading Night inviting parents to come and read with their children and listen to local storytellers tell stories. The school provided transportation for those families who needed it, and interpreters for families for whom English is a second language. Parents were given a booklet to take home called "10 Ways to Help Your Children Become Better Readers." Study guides are given to parents to help students prepare for tests. At the end of the school year, teachers send home lists of learning activities that families can do together.

At Booker T. Washington, parents are an important part of the school community. A survey sent out to parents revealed that, of the respondents, 99% said they felt comfortable coming to the school. The success of the program is shown by the numbers: in the 1993–94 school year, parents had been involved with the school on over 500 occasions. During the next year, parents had been involved on over 800 occasions. B. T. Washington has been able to successfully bring together a very diverse set of students, but they could not have done it without the help of their parents!

Goal 4: Teacher Education and Professional Development. As part of their strategic plan for restructuring their school district to help all students achieve to high standards, the Pittsburgh Public School District has developed a goal of "dynamic parent/guardian and community partnerships." Central to their plan is the recognition that schools need to work with students' families and communities to achieve the district's high academic expectations. To this end, the strategic plan includes training school staff in communicating with families, making the school a comfortable, welcoming environment, increasing the ways that families can be involved in the school, and ensuring quality representation of parents on each school's Parent School Community Council.

The district recognizes that achieving these goals takes time, and often nontraditional efforts, such as using talk shows, cable TV, computer networks, newspapers, or phone hotlines to disseminate information and encourage parents to become more involved must be used. The district is in the process of decentralizing authority to the school site level, and thus this strategic plan is a guide for each school to use as they develop their own parental involvement strategies and programs. By working closely with families, the Pittsburgh Public School District hopes to meet the goals set out in the strategic plan and help all students achieve to high standards.[37]

Goal 5: Mathematics and Science. The FAMILY MATH and FAMILY SCIENCE programs were developed at the Lawrence Hall of Science, University of California, Berkeley, and Portland State University, Oregon, respectively. The programs' goals are to increase the participation of historically underrepresented female, low-income, and ethnic and racial minority students in mathematics, science, and technology studies and work through parent involvement. Both programs offer books and in-services to prepare parents, educators, and community members to offer family learning experiences in mathematics and science. The informal family activities are presented in homes, schools, and community sites after school and on weekends, using inexpensive and readily available materials. Evaluations of the programs have demon-

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strated the impact of meaningful family involvement and improved student attitudes towards mathematics and science.[38]

Joyce Epstein has created the TIPS (Teachers Involve Parents in Schoolwork) Program. This program, developed with the assistance of teachers, consists of a series of homework assignments that require students to talk to someone at home about the work they are doing in school. The assignments do not require any preexisting knowledge of the subject by the parents, but instead provide fun, engaging ways for families and children to work together to help students learn. Homework thus becomes a three-way partnership between students, teachers, and families. Manuals for teachers and packets of interactive homework assignments have been developed for elementary grades in mathematics and science, and for middle grades in mathematics, science/health, and language arts.[39]

Goal 6: Adult Literacy and Lifelong Learning. The Natchez-Adams School District in Natchez, Mississippi, recognizes the importance of continuing adult education to help their children improve academically. Using Title I funding, the district established a Parent Center serving the district's six public schools and two parochial schools. Parents are referred to the Center through word-of-mouth, teacher referrals, court-ordered referrals from the county's Youth Court, and the Department of Human Services. The Center offers materials and workshops on parenting skills, discipline, drug awareness, reading, and mathematics. Adult literacy classes are offered to help parents learn to read, as well as GED classes. The Center often provides child care by preschool teachers while parents are in these classes.

In order to further promote parents working with their children on academics, a number of computers and educational software are available for parents and students to borrow and take home for up to six weeks at a time. Similarly, the Center has a library of educational activity packets, learning games, videos, cassette tapes, workbooks, and reading materials that can also be checked out. Parent-teacher conferences may be held at the Parent Center, and the Center also holds workshops for teachers to help them work better with parents and the Center. The number of parents using the Center dramatically increased in the first five years of operation, and parental attitudes toward their children's schools have become more positive.[40]

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools. By working with families and community members, the Robert E. Lee High School in Houston, Texas, has begun to eradicate gang violence in the community. Because of the gang problem, the city of Houston instituted a school-day curfew. Parents of students that were found violating the curfew were fined $200. School administrators went through the neighborhood talking to parents and family members, enlisting their support for a "zero tolerance" policy for gangs in the school. These efforts have helped to reduce the gang presence in the school, dramatically improving the climate of the school and the performance of the students. The passage rate on the Texas Assessment of Academic Skills has doubled, to almost 70% of the student body passing the test. More students are academically motivated, and an Honors English class to prepare students for Advanced Placement tests has been created.[41]

Goal 8: Parental Participation. Well over 1,000 schools across the nation have adopted the Transparent School Model, which uses electronic telecommunications technology to connect parents and teachers. Teachers can record daily classroom messages with information about the day's lesson, homework assignments, and learning activities that parents can do at home with their children. Parents call from any phone to hear the message, and are empowered to take an active role in support of their children's learning. The voice-messaging system also uses autodialing features that can place calls to any set of parents to receive information about upcoming events or emergency announcements. These calls can be made in any language. Schools that use this model have reported 500 to 800% increases in parent involvement, as well as increases in student grades. Once in place, the system is extremely easy to use, and schools and parents often wonder how they got along without it![42]

For more information on programs highlighted in this chapter, see the contact list on page 77.

Conclusions

Family involvement in education is critical for the success of our children. If the nation's schools are truly to make progress toward achieving the National Education Goals by the year 2000, parents and families need to be integrally involved in every aspect of the education process. While the value of parental involvement is recognized in the eighth Goal, parents are critical if we are to meet each of the other seven Goals.

As these examples demonstrate, family involvement can take any number of different forms. It can occur in the school, in the home, in the community, or even at work. There is no one ideal blueprint of a successful family involvement program, but there are a couple key factors that should be in place. Schools have to recognize and appreciate the valuable and necessary contributions of parents and families, and families have to work with educators to help our schools become high quality and help our children achieve to world-class standards.

Program Contacts for Further Information:

Parents as Teachers:
Mildred Winter
Executive Director
Parents as Teachers National
Center, Inc.
10176 Corporate Square Drive
St. Louis, MO 63132
(314) 432-4330

Head Start Family Literacy Program:
Tizziana Fusco Weber
Manager, Community Relations
United Technologies Corporation
United Technologies Building
Hartford, CT 06101
(203) 728-7000

HIPPY:
Nicole Romano
HIPPY USA
Teachers College Box 113
525 West 120th St.
New York, NY 10027
(212) 678-3500

Hispanic Mother/Daughter Program:
Dr. Norma Guerra
University of Texas - San Antonio
San Antonio, TX 78285
(210) 691-4120

Minneapolis Covenant:
Laura Tueting Nelson
Communications Director
Minneapolis School System
807 NE Broadway
Minneapolis, MN 55413
(612) 627-2199

Success For All:
Lawrence Dolan
Center for Social Organization of
Schools
Johns Hopkins University
3505 North Charles St.
Baltimore, MD 21218
(410) 516-8896

San Diego City Schools:
Jeana Preston
Parent Involvement Specialist
Rm 2121 - Education Center
4100 Normal St.
San Diego, CA 92103
(619) 293-8560

Pittsburgh Public Schools:
Public Affairs
Pittsburgh Public Schools
341 S. Bellefield Ave.
Pittsburgh, PA 15213
(412) 622-3615
foulds@oberon.pps.pgh.pa.us

Family Math Program:
Virginia Thompson, Director
Family Math
Lawrence Hall of Science
University of California
Berkeley, CA 94720-5200
(510) 642-1823
(interested parties should ask receptionist for information and she will direct the call to the appropriate party)

Family Science Program:
Peggy Noone
Northwest Equals
FAMILY SCIENCE
P.O. Box 1491
Portland, OR 97207-1491
(503) 725-3045

TIPS:
Publications Office
Center on Families, Communities,
Schools and Children's Learning
Johns Hopkins University
3505 North Charles St.
Baltimore, MD 21218
(410) 516-8800

Natchez-Adams School District Parent Center:
Judy H. Sturdivant, Chapter I
Coordinator
Chapter 1 Parent Center
Natchez-Adams School District
P.O. Box 1188
Natchez, MS 39121
(601) 445-2819

Robert E. Lee High School:
Carlton Tucker, Principal
Robert E. Lee High School
6529 Beverly Hill
Houston, TX 77057
(713) 782-7310

Transparent School Model:
Jerold Bauch, Director
Betty Phillips Center for Parenthood
Education
Box 81
Peabody College of Vanderbilt
University
Nashville, TN 37203
(615) 322-8080

Katy Elementary School:
Nancy Dickson Stiles, Principal
5726 Sixth St.
Katy, TX 77493
(713) 391-4761

Sarah Scott Middle School:
Sandra Kelley, Principal
2000 South 9th St.
Terre Haute, IN 47802
(812) 462-4381

Kettering Middle School:
Marian White-Hood, Principal
65 Herrington Dr.
Upper Marlboro, MD 20772
(301) 808-4060

Booker T. Washington Elementary School:
Arnetta Rodgers, Principal
606 E. Grove St.
Champaign, IL 61820
(217) 351-3901

Endnotes

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Chapter 4:
State Progress on the Core Indicators

National progress on a set of core indicators was discussed in Chapter 2. In this chapter, state progress on a similar set of core indicators is presented.[1] Differences between the national core indicators and the state core indicators fall into these categories:

- Data are available at the national level but not at the state level. Indicators for which only national data are available include family-child reading and storytelling, preschool participation, writing achievement, history achievement, geography achievement, international science achievement, participation in adult education, and student reports of disruptions in class.

- The indicators differ at the state level. At the state level, participation in higher education provides an overall measure of postsecondary enrollment (while at the national level, we measure the gap between Whites and minorities who enroll in college and who complete college). For Goal 8, at the state level, we report on teachers' and principals' perspectives on the level of parental involvement in schools and the influence of parent associations (while at the national level, our indicators measure the reports of teachers, principals, and parents regarding parental involvement in school activities).[2]

- The data sources differ at the state level, leading to some difference in the ways the indicators are measured. For Goal 7 (overall student drug and alcohol use, sale of drugs at school, and student victimization), information is presented for public high school students at the state level (while at the national level, information is presented for 10th graders), and overall student drug and alcohol use during the previous month is reported at the state level (while overall student use during the previous year is reported at the national level).

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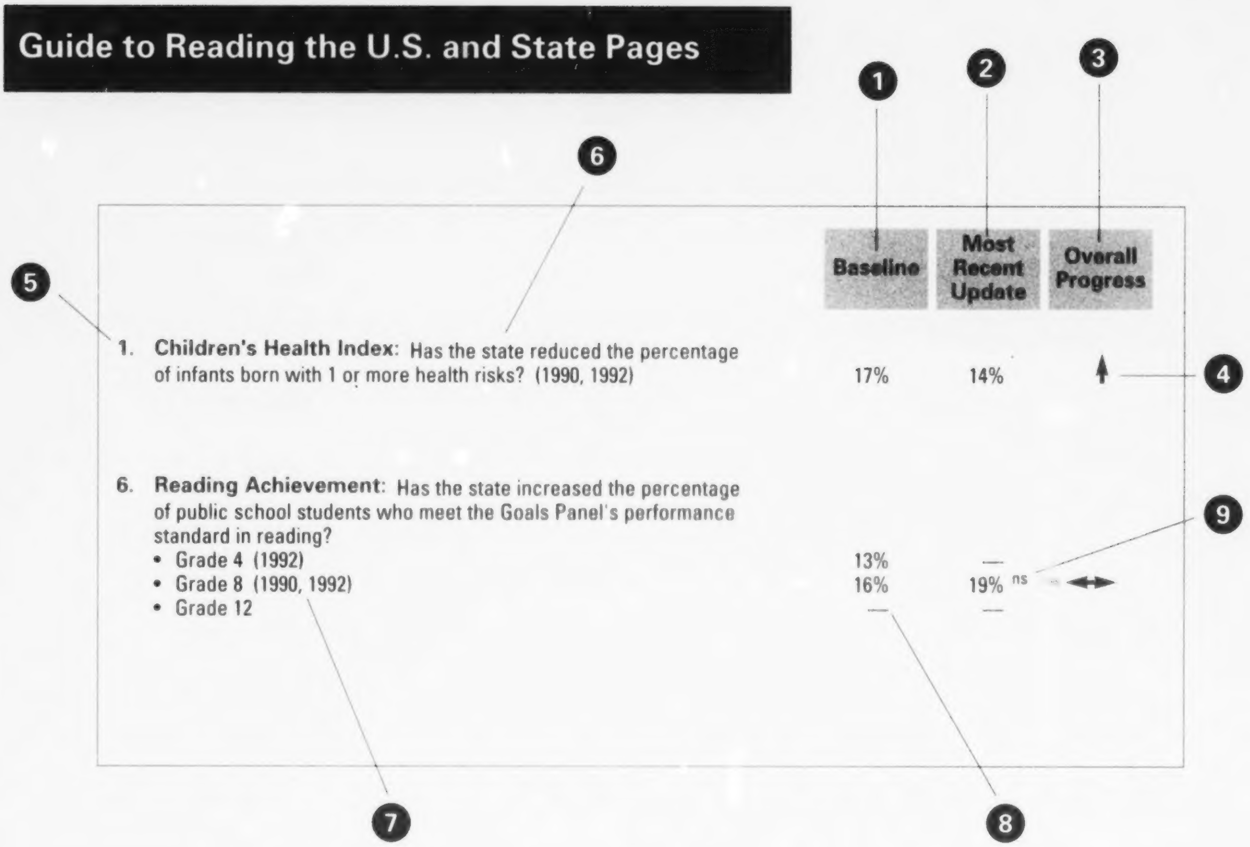
[1] For some of the core indicators, not all states have data. For example, states choose whether to participate in national data collections that have a state representative component, such as the National Center for Education Statistics' (NCES) National Assessment of Educational Progress, NCES' National Adult Literacy Survey, and the Centers for Disease Control and Prevention's Youth Risk Behavior Survey (YRBS). States must pay to participate in the NCES data collections; participation in the YRBS is at no cost to the states.

[2] Further, the data sources for Goal 8 are different at the national and state levels.

Guide to Reading the U.S. and State Pages



	Baseline	Most Recent Update	Overall Progress
1. **Children's Health Index:** Has the state reduced the percentage of infants born with 1 or more health risks? (1990, 1992)	17%	14%	↑
6. **Reading Achievement:** Has the state increased the percentage of public school students who meet the Goals Panel's performance standard in reading?			
• Grade 4 (1992)	13%	—	
• Grade 8 (1990, 1992)	16%	19% ns	↔
• Grade 12	—	—	

1 Data in this column represent our starting points. Baselines were established as close as possible to 1990, the year that the National Education Goals were adopted.

2 Data in this column represent our current level of performance and are the most recent data available.

3 Overall progress represents progress from the baseline year to the most recent update year.

4 Overall progress is shown by an arrow. Arrows which point upward indicate that we have made progress. Arrows which point downward indicate that we have fallen further behind. Horizontal arrows indicate that performance has not changed or that the change was not statistically significant.

5 The source of the data and any technical notes for each core indicator are referenced by this number in Appendix A for the national indicators and Appendix B for the state indicators.

6 This explanation is provided on pages 84-85 for the state indicators.

7 The date or dates in parentheses indicates the year(s) in which data were collected for the core indicator. If there are two dates, the first indicates the baseline year and the second indicates the most recent year in which data were collected.

8 — means data not available.

9 **ns** means that a change from the baseline year to the most recent year was not statistically significant.

Guide to Reading the State Pages (continued)

The state indicators are:

Goal 1: Ready to Learn

1. **Children's Health Index:** Has the state reduced the percentage of infants born with 1 or more health risks? (1990, 1992)
2. **Immunizations:** Has the state increased the percentage of 2-year-olds who have been fully immunized against preventable childhood diseases? (1994)
3. **Family-Child Reading and Storytelling:** Has the state increased the percentage of 3- to 5-year-olds whose parents read to them or tell them stories regularly?
4. **Preschool Participation:** Has the state reduced the gap in preschool participation between 3- to 5-year-olds from high- and low-income families?

Goal 2: School Completion

5. **High School Completion:** Has the state increased the percentage of 18- to 24-year-olds who have a high school credential? (1990, 1993)

Goal 3: Student Achievement and Citizenship

6. **Reading Achievement:** Has the state increased the percentage of public school students who meet the Goals Panel's performance standard in reading in Grade 4? (1992, 1994)
7. **Mathematics Achievement:** Has the state increased the percentage of public school students who meet the Goals Panel's performance standard in mathematics in Grades 4 and 8? (1990, 1992)

Goal 4: Teacher Education and Professional Development

8. **Teacher Preparation:** Has the state increased the percentage of public secondary school teachers who held an undergraduate or graduate degree in their main teaching assignment? (1991, 1994)
9. **Teacher Professional Development:** Has the state increased the percentage of teachers reporting that they participated in various in-service or professional development programs on 1 or more topics since the end of the previous school year? (1994)

Goal 5: Mathematics and Science

10. **International Mathematics Achievement:** Has the state reduced the gap between the percentage of public school 8th graders and the percentage of 13-year-olds in the highest scoring country who meet the Goals Panel's performance standard in mathematics? (1991 and 1992)
11. **International Science Achievement:** Has the state reduced the gap between the percentage of public school 8th graders and the percentage of 13-year-olds in the highest scoring country who meet the Goals Panel's performance standard in science?

12. **Mathematics and Science Degrees:** Has the state increased mathematics and science degrees as a percentage of all degrees awarded to: (1991, 1993)
    - all students?
    - minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?
    - females?

Goal 6: Adult Literacy and Lifelong Learning

13. **Adult Literacy:** Has the state increased the percentage of adults who score at or above Level 3 in prose literacy? (1992)

14. **Participation in Adult Education:** Has the state reduced the gap in adult education participation between adults who have a high school diploma or less, and those who have additional postsecondary education or technical training?

15. **Participation in Higher Education:** Has the state increased the percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state? (1992)

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

16. **Overall Student Drug and Alcohol Use:** Has the state reduced the percentage of public high school students reporting doing the following during the past 30 days: (1990, 1993)
    - using marijuana at least once?
    - having 5 or more drinks in a row?

17. **Sale of Drugs at School:** Has the state reduced the percentage of public high school students reporting that someone offered, sold, or gave them an illegal drug on school property during the past 12 months? (1993)

18. **Student and Teacher Victimization:** Has the state reduced the percentage of students and teachers reporting that they were threatened or injured at school during the past 12 months?
    - public high school students (1993)
    - public school teachers (1994)

19. **Disruptions in Class by Students:** Has the state reduced the percentage of students and teachers reporting that disruptions often interfere with teaching and learning?
    - high school students
    - secondary school teachers (1991, 1994)

Goal 8: Parental Participation

20. **Parental Involvement in Schools:** Has the state reduced the percentage of teachers and principals reporting that lack of parental involvement in their school was a serious problem? (1991, 1994)
    - public school teachers
    - public school principals

21. **Influence of Parent Associations:** Has the state increased the percentage of public school principals reporting that the parent association in their school has influence in 1 or more of three areas of school policy? (1991, 1994)

UNITED STATES

	Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn			
1. **Children's Health Index:** Has the U.S. reduced the percentage of infants born with 1 or more health risks? (1990, 1992)	37%	35%	↑
2. **Immunizations:** Has the U.S. increased the percentage of 2-year-olds who have been fully immunized against preventable childhood diseases? (1994)	75%	—	
3. **Family-Child Reading and Storytelling:** Has the U.S. increased the percentage of 3- to 5-year-olds whose parents read to them or tell them stories regularly? (1993, 1995)	66%	72%	↑
4. **Preschool Participation:** Has the U.S. reduced the gap in preschool participation between 3- to 5-year-olds from high- and low-income families? (1991, 1995)	28 points	27 points ns	↔
GOAL 2 School Completion			
5. **High School Completion:** Has the U.S. increased the percentage of 18- to 24-year-olds who have a high school credential? (1990, 1994)	86%	86%	↔
GOAL 3 Student Achievement and Citizenship			
6. **Reading Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in reading? (1992, 1994) ▲			
• Grade 4	25%	25%	↔
• Grade 8	28%	28%	↔
• Grade 12	37%	34%	↓
7. **Writing Achievement:** Has the U.S. increased the percentage of students who could produce basic, extended, developed, or elaborated responses to narrative writing tasks? (1992)			
• Grade 4	55%	—	
• Grade 8	78%	—	
• Grade 12	—	—	
8. **Mathematics Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in mathematics? (1990, 1992)			
• Grade 4	13%	18%	↑
• Grade 8	20%	25%	↑
• Grade 12	13%	16% ns	↔
9. **History Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in U.S. history? (1994)			
• Grade 4	17%	—	
• Grade 8	14%	—	
• Grade 12	11%	—	
10. **Geography Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in geography? (1994)			
• Grade 4	22%	—	
• Grade 8	28%	—	
• Grade 12	27%	—	
GOAL 4 Teacher Education and Professional Development			
11. **Teacher Preparation:** Has the U.S. increased the percentage of secondary school teachers who held an undergraduate or graduate degree in their main teaching assignment? (1991, 1994)	66%	63%	↓
12. **Teacher Professional Development:** Has the U.S. increased the percentage of teachers reporting that they participated in various in-service or professional development programs on 1 or more topics since the end of the previous school year? (1994)	85%	—	
GOAL 5 Mathematics and Science			
13. **International Mathematics Achievement:** Has the U.S. improved its standing on international mathematics assessments of 13-year-olds? (1991)	U.S. below 5 out of 5 countries	—	

— Data not available.
ns Interpret with caution. Change was not statistically significant.

See page 83 for a Guide to Reading the U.S. and State Pages.
See *Volume One* for additional National Data.

See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

UNITED STATES

	Baseline	Most Recent Update	Overall Progress
14. International Science Achievement: Has the U.S. improved its standing on international science assessments of 13-year-olds? (1991)	U.S. below 3 out of 5 countries	—	
15. Mathematics and Science Degrees: Has the U.S. increased mathematics and science degrees as a percentage of all degrees awarded to: (1991, 1993)			
• all students?	39%	40%	↑
• minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	39%	39%	↔
• females?	35%	36%	↑
GOAL 6 Adult Literacy and Lifelong Learning			
16. Adult Literacy: Has the U.S. increased the percentage of adults who score at or above Level 3 in prose literacy? (1992)	52%	—	
17. Participation in Adult Education: Has the U.S. reduced the gap in adult education participation between adults who have a high school diploma or less, and those who have additional postsecondary education or technical training? (1991, 1995)	27 points	32 points	↓
18. Participation in Higher Education: Has the U.S. reduced the gap between White and Black high school graduates who:			
• enroll in college? (1990, 1993)	14 points	13 points[ns]	↔
• complete a college degree? (1992, 1994)	16 points	16 points	↔
Has the U.S. reduced the gap between White and Hispanic high school graduates who:			
• enroll in college? (1990, 1993)	11 points	8 points[ns]	↔
• complete a college degree? (1992, 1994)	15 points	18 points[ns]	↔
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools			
19. Overall Student Drug and Alcohol Use: Has the U.S. reduced the percentage of 10th graders reporting doing the following during the previous year:			
• using any illicit drug? (1991, 1994)	24%	33%	↓
• using alcohol? (1993, 1994)	63%	64%[ns]	↔
20. Sale of Drugs at School: Has the U.S. reduced the percentage of 10th graders reporting that someone offered to sell or give them an illegal drug at school during the previous year? (1992, 1994)	18%	24%	↓
21. Student and Teacher Victimization: Has the U.S. reduced the percentage of students and teachers reporting that they were threatened or injured at school during the previous year? (1991, 1994)			
• 10th grade students	40%	36%	↑
• public school teachers	10%	15%	↓
22. Disruptions in Class by Students: Has the U.S. reduced the percentage of students and teachers reporting that disruptions often interfere with teaching and learning?			
• 10th grade students (1992, 1994)	17%	17%	↔
• secondary school teachers (1991, 1994)	37%	46%	↓
GOAL 8 Parental Participation			
23. Teachers' Reports of Parent Involvement in School Activities: Has the U.S. increased the percentage of 8th grade public school students whose teachers reported that their parents attended parent-teacher conferences? (1992)	77%	—	
24. Principals' Reports of Parent Involvement in School Activities: Has the U.S. increased the percentage of 8th grade public school students whose principals reported that their parents participated in policy decisions? (1992)	62%	—	
25. Parents' Reports of Their Involvement in School Activities: Has the U.S. increased the percentage of students in Grades 3-12 whose parents reported that they participated in two or more activities in their child's school during the current school year? (1993)	63%	—	

— Data not available.

ns Interpret with caution. Change was not statistically significant.

See page 83 for a Guide to Reading the U.S. and State Pages.

See *Volume One* for additional National Data.
See Appendix A for technical notes and sources.

ALABAMA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	39%	37%	↑
	2. Increased immunizations? (1994)	75%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	82%	83% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	17%	20% ns	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	10%	—	
	• Grade 8 (1990, 1992)	12%	12%	↔
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	70%	63%	↓
	9. Increased participation in professional development programs on selected topics? (1994)	86%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	29 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	34%	35%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	40%	39%	↓
	• Females?	30%	31%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	56%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1990, 1993)	7%	10% ns	↔
	Reduced alcohol use? (1990, 1993)	35%	25%	↑
	17. Reduced sale of drugs? (1993)	18%	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	14%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	40%	54%	↓
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	31%	32% ns	↔
	• Principals' perspective (1991, 1994)	15%	17% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	14%	21% ns	↔

— Data not available.
ns Interpret with caution. Change was not statistically significant.

See page 83 for a Guide to Reading the U.S. and State Pages.
See *Volume Two* for additional state data.

See Appendix B for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix B.

ALASKA

Goal		Indicator	Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1.	Reduced infants born with health risks? (1990, 1992)	37%	39%	↓
	2.	Increased immunizations? (1994)	73%	—	
	3.	Increased family-child reading and storytelling?	—	—	
	4.	Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5.	Increased high school completion rate? (1990, 1993)	89%	90% ^{ns}	↔
GOAL 3 **Student Achievement and Citizenship**	6.	Increased reading achievement?▲			
		• Grade 4 (1992, 1994)	—	—	
	7.	Increased mathematics achievement?			
		• Grade 4 (1992)	—	—	
		• Grade 8 (1990, 1992)	—	—	
GOAL 4 **Teacher Education and Professional Development**	8.	Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	60%	64% ^{ns}	↔
	9.	Increased participation in professional development programs on selected topics? (1994)	90%	—	
GOAL 5 **Mathematics and Science**	10.	Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11.	Reduced science achievement gap between state and highest scoring country?	—	—	
	12.	Increased mathematics and science degrees awarded to (1991, 1993):			
		• All students?	34%	36%	↑
		• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	34%	28%	↓
		• Females?	28%	31%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13.	Increased adult literacy? (1992)	—	—	
	14.	Reduced the gap in adult education participation?	—	—	
	15.	Increased postsecondary enrollment? (1992)	39%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16.	Reduced marijuana use? (1990, 1993)	—	—	
		Reduced alcohol use? (1990, 1993)	—	—	
	17.	Reduced sale of drugs? (1993)	—	—	
	18.	Reduced student victimization? (1993)	—	—	
		Reduced teacher victimization? (1994)	17%	—	
	19.	Reduced student disruptions?			
		• Student reports	—	—	
		• Teacher reports (1991, 1994)	35%	46%	↓
GOAL 8 **Parental Participation**	20.	Decreased schools with minimal parental involvement?			
		• Teachers' perspective (1991, 1994)	25%	32%	↓
		• Principals' perspective (1991, 1994)	20%	22% ^{ns}	↔
	21.	Increased influence of parent associations? (1991, 1994)	27%	43%	↑

— Data not available.
ns Interpret with caution. Change was not statistically significant.

See page 83 for a Guide to Reading the U.S. and State Pages.
See *Volume Two* for additional state data.

See Appendix B for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix B.

ARIZONA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	37%	33%	↑
	2. Increased immunizations? (1994)	77%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	83%	84% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	18%	21% ns	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	13%	—	
	• Grade 8 (1990, 1992)	16%	19% ns	↔
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	63%	58% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	85%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	22 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	26%	35%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	22%	35%	↑
	• Females?	24%	31%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	45%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1990, 1993)	—	—	
	Reduced alcohol use? (1990, 1993)	—	—	
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	15%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	40%	46% ns	↔
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	36%	37% ns	↔
	• Principals' perspective (1991, 1994)	21%	16% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	20%	32%	↑

— Data not available.
ns Interpret with caution. Change was not statistically significant.

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See *Volume Two* for additional state data.

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ARKANSAS

Goal		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	42%	41% ns	↔
	2. Increased immunizations? (1994)	71%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	87%	88% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	20%	20%	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	10%	—	
	• Grade 8 (1990, 1992)	12%	13% ns	↔
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	62%	60% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	84%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	28 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	32%	33%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	31%	35%	↑
	• Females?	28%	30%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	46%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1990, 1993)	—	—	
	Reduced alcohol use? (1990, 1993)	—	—	
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	15%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	34%	45%	↓
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	30%	29% ns	↔
	• Principals' perspective (1991, 1994)	20%	22% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	11%	17% ns	↔

— Data not available
ns Interpret with caution. Change was not statistically significant.

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See *Volume Two* for additional state data.

See Appendix B for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix B.

CALIFORNIA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1992)	—	—	
	2. Increased immunizations? (1994)	74%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1993)	77%	79%	↑
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	17%	14% ns	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	13%	—	
	• Grade 8 (1990, 1992)	16%	20% ns	↔
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	56%	51% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	94%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	21 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	43%	45%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	43%	45%	↑
	• Females?	39%	41%	↑
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	53%	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	50%	—	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1990, 1993)	—	—	
	Reduced alcohol use? (1990, 1993)	—	—	
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	9%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	43%	43%	↔
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	32%	32%	↔
	• Principals' perspective (1991, 1994)	20%	11%	↑
	21. Increased influence of parent associations? (1991, 1994)	30%	38% ns	↔

— Data not available.
ns Interpret with caution. Change was not statistically significant.

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See *Volume Two* for additional state data.

See Appendix B for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix B.

COLORADO

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	33%	31%	↑
	2. Increased immunizations? (1994)	75%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	88%	88%	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement? ▲			
	• Grade 4 (1992, 1994)	22%	23% ns	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	18%	—	
	• Grade 8 (1990, 1992)	22%	26%	↑
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	74%	66%	↓
	9. Increased participation in professional development programs on selected topics? (1994)	88%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	15 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	48%	49%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	46%	49%	↑
	• Females?	43%	46%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	50%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1990, 1993)	16%	—	
	Reduced alcohol use? (1990, 1993)	38%	—	
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	14%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	40%	49%	↓
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	25%	26% ns	↔
	• Principals' perspective (1991, 1994)	17%	8%	↑
	21. Increased influence of parent associations? (1991, 1994)	28%	50%	↑

— Data not available.
ns Interpret with caution. Change was not statistically significant.

See page 83 for a Guide to Reading the U.S. and State Pages.
See *Volume Two* for additional state data.

See Appendix B for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix B.

CONNECTICUT

			Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1.	Reduced infants born with health risks? (1990, 1992)	25%	24%	↑
	2.	Increased immunizations? (1994)	86%	—	
	3.	Increased family-child reading and storytelling?	—	—	
	4.	Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5.	Increased high school completion rate? (1990, 1993)	90%	93% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6.	Increased reading achievement?▲			
		• Grade 4 (1992, 1994)	30%	33% ns	↔
	7.	Increased mathematics achievement?			
		• Grade 4 (1992)	25%	—	
		• Grade 8 (1990, 1992)	26%	30%	↑
GOAL 4 **Teacher Education and Professional Development**	8.	Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	76%	74% ns	↔
	9.	Increased participation in professional development programs on selected topics? (1994)	92%	—	
GOAL 5 **Mathematics and Science**	10.	Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	11 points	—	
	11.	Reduced science achievement gap between state and highest scoring country?	—	—	
	12.	Increased mathematics and science degrees awarded to (1991, 1993):			
		• All students?	43%	45%	↑
		• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	47%	48%	↑
		• Females?	37%	41%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13.	Increased adult literacy? (1992)	—	—	
	14.	Reduced the gap in adult education participation?	—	—	
	15.	Increased postsecondary enrollment? (1992)	59%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16.	Reduced marijuana use? (1990, 1993)	—	—	
		Reduced alcohol use? (1990, 1993)	—	—	
	17.	Reduced sale of drugs? (1993)	—	—	
	18.	Reduced student victimization? (1993)	—	—	
		Reduced teacher victimization? (1994)	14%	—	
	19.	Reduced student disruptions?			
		• Student reports	—	—	
		• Teacher reports (1991, 1994)	36%	47%	↓
GOAL 8 **Parental Participation**	20.	Decreased schools with minimal parental involvement?			
		• Teachers' perspective (1991, 1994)	19%	21% ns	↔
		• Principals' perspective (1991, 1994)	9%	7% ns	↔
	21.	Increased influence of parent associations? (1991, 1994)	18%	22% ns	↔

— Data not available.
ns Interpret with caution. Change was not statistically significant.

See page 83 for a Guide to Reading the U.S. and State Pages.
See *Volume Two* for additional state data.

See Appendix B for technical notes and sources.
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DELAWARE

Goal	Indicator	Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	40%	38%	↑
	2. Increased immunizations? (1994)	81%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	86%	94% [ns]	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	21%	19% [ns]	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	17%	—	
	• Grade 8 (1990, 1992)	19%	18% [ns]	↔
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	73%	71% [ns]	↔
	9. Increased participation in professional development programs on selected topics? (1994)	86%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	23 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	46%	43%	↓
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	38%	34%	↓
	• Females?	40%	39%	↓
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	57%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1990, 1993)	—	—	
	Reduced alcohol use? (1990, 1993)	—	—	
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	20%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	48%	65%	↓
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	29%	27% [ns]	↔
	• Principals' perspective (1991, 1994)	17%	7% [ns]	↔
	21. Increased influence of parent associations? (1991, 1994)	21%	28% [ns]	↔

— Data not available.
ns Interpret with caution. Change was not statistically significant.

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DISTRICT OF COLUMBIA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	48%	44%	↑
	2. Increased immunizations? (1994)	73%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	82%	86%^{ns}	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?▲			
	• Grade 4 (1992)	8%	—	
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	6%	—	
	• Grade 8 (1990, 1992)	4%	6%^{ns}	↔
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	85%	73%^{ns}	↔
	9. Increased participation in professional development programs on selected topics? (1994)	92%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	35 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	49%	51%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	44%	44%	↔
	• Females?	46%	48%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	33%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1993)	18%	—	
	Reduced alcohol use? (1990, 1993)	17%	16%^{ns}	↔
	17. Reduced sale of drugs? (1993)	16%	—	
	18. Reduced student victimization? (1993)	11%	—	
	Reduced teacher victimization? (1994)	26%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	60%	63%^{ns}	↔
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	44%	50%^{ns}	↔
	• Principals' perspective (1991, 1994)	14%	24%^{ns}	↔
	21. Increased influence of parent associations? (1991, 1994)	34%	29%^{ns}	↔

— Data not available.
^{ns} Interpret with caution. Change was not statistically significant.

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FLORIDA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1992)	37%	34%	↑
	2. Increased immunizations? (1994)	76%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1993)	83%	83%	↔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	18%	19% ^{ns}	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	14%	—	
	• Grade 8 (1990, 1992)	15%	18% ^{ns}	↔
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	66%	62% ^{ns}	↔
	9. Increased participation in professional development programs on selected topics? (1994)	88%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	23 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	34%	33%	↓
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	36%	34%	↓
	• Females?	29%	30%	↑
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	51%	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	45%	—	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1990, 1993)	—	—	
	Reduced alcohol use? (1990, 1993)	—	—	
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	21%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	46%	58%	↓
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	33%	33%	↔
	• Principals' perspective (1991, 1994)	18%	22% ^{ns}	↔
	21. Increased influence of parent associations? (1991, 1994)	26%	34% ^{ns}	↔

— Data not available.
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GEORGIA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	35%	32%	↑
	2. Increased immunizations? (1994)	79%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	86%	79%	↓
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	22%	22%	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	16%	—	
	• Grade 8 (1990, 1992)	17%	16% ns	↔
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	67%	68% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	82%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	25 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	38%	37%	↓
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	44%	43%	↓
	• Females?	33%	33%	↔
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	54%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1990, 1993)	9%	14%	↓
	Reduced alcohol use? (1990, 1993)	31%	25% ns	↔
	17. Reduced sale of drugs? (1993)	21%	—	
	18. Reduced student victimization? (1993)	9%	—	
	Reduced teacher victimization? (1994)	15%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	37%	46%	↓
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	30%	33% ns	↔
	• Principals' perspective (1991, 1994)	16%	16%	↔
	21. Increased influence of parent associations? (1991, 1994)	11%	14% ns	↔

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HAWAII

Goal	Indicator	Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	30%	30%	↔
	2. Increased immunizations? (1994)	86%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	93%	91% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	15%	16% ns	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	15%	—	
	• Grade 8 (1990, 1992)	14%	16% ns	↔
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	62%	67% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	88%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	25 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	40%	37%	↓
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	47%	35%	↓
	• Females?	37%	35%	↓
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	54%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1993)	17%	—	
	Reduced alcohol use? (1993)	23%	—	
	17. Reduced sale of drugs? (1993)	26%	—	
	18. Reduced student victimization? (1993)	7%	—	
	Reduced teacher victimization? (1994)	11%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	49%	62%	↓
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	32%	31% ns	↔
	• Principals' perspective (1991, 1994)	18%	13% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	37%	33% ns	↔

— Data not available.
ns Interpret with caution. Change was not statistically significant.

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IDAHO

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	35%	33%	↑
	2. Increased immunizations? (1994)	64%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	83%	87% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?▲			
	• Grade 4 (1992)	24%	—	
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	16%	—	
	• Grade 8 (1990, 1992)	23%	27% ns	↔
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	62%	56% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	84%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	14 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	34%	35%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	43%	36%	↓
	• Females?	29%	30%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	49%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1991, 1993)	10%	13% ns	↔
	Reduced alcohol use? (1991, 1993)	30%	31% ns	↔
	17. Reduced sale of drugs? (1993)	24%	—	
	18. Reduced student victimization? (1993)	8%	—	
	Reduced teacher victimization? (1994)	11%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	32%	46%	↓
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	16%	19% ns	↔
	• Principals' perspective (1991, 1994)	7%	9% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	12%	21%	↑

— Data not available.
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ILLINOIS

Goal		Indicator	Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1.	Reduced infants born with health risks? (1990, 1992)	35%	35%	↔
	2.	Increased immunizations? (1994)	68%	—	
	3.	Increased family-child reading and storytelling?	—	—	
	4.	Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5.	Increased high school completion rate? (1990, 1993)	85%	87% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6.	Increased reading achievement?▲			
		• Grade 4 (1992, 1994)	—	—	
	7.	Increased mathematics achievement?			
		• Grade 4 (1992)	—	—	
		• Grade 8 (1990, 1992)	—	—	
GOAL 4 **Teacher Education and Professional Development**	8.	Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	69%	72% ns	↔
	9.	Increased participation in professional development programs on selected topics? (1994)	81%	—	
GOAL 5 **Mathematics and Science**	10.	Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11.	Reduced science achievement gap between state and highest scoring country?	—	—	
	12.	Increased mathematics and science degrees awarded to (1991, 1993):			
		• All students?	39%	38%	↓
		• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	36%	36%	↔
		• Females?	35%	33%	↓
GOAL 6 **Adult Literacy and Lifelong Learning**	13.	Increased adult literacy? (1992)	52%	—	
	14.	Reduced the gap in adult education participation?	—	—	
	15.	Increased postsecondary enrollment? (1992)	63%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16.	Reduced marijuana use? (1993)	14%	—	
		Reduced alcohol use? (1993)	28%	—	
	17.	Reduced sale of drugs? (1993)	19%	—	
	18.	Reduced student victimization? (1993)	8%	—	
		Reduced teacher victimization? (1994)	12%	—	
	19.	Reduced student disruptions?			
		• Student reports	—	—	
		• Teacher reports (1991, 1994)	40%	49%	↓
GOAL 8 **Parental Participation**	20.	Decreased schools with minimal parental involvement?			
		• Teachers' perspective (1991, 1994)	27%	25% ns	↔
		• Principals' perspective (1991, 1994)	15%	14% ns	↔
	21.	Increased influence of parent associations? (1991, 1994)	18%	22% ns	↔

— Data not available.
ns Interpret with caution. Change was not statistically significant.

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INDIANA

Goal	Indicator	Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1992)	—	—	
	2. Increased immunizations? (1994)	74%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1993)	89%	88% ns	↔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	27%	27%	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	16%	—	
	• Grade 8 (1990, 1992)	21%	24% ns	↔
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	73%	70% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	80%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	17 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	40%	40%	↔
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	39%	39%	↔
	• Females?	34%	35%	↑
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	58%	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	51%	—	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1990, 1993)	—	—	
	Reduced alcohol use? (1990, 1993)	—	—	
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	16%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	38%	45%	↓
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	27%	25% ns	↔
	• Principals' perspective (1991, 1994)	19%	9%	↑
	21. Increased influence of parent associations? (1991, 1994)	14%	20% ns	↔

— Data not available.
ns Interpret with caution. Change was not statistically significant.

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IOWA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	39%	36%	↑
	2. Increased immunizations? (1994)	81%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	95%	94% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement? ▲			
	• Grade 4 (1992, 1994)	32%	29% ns	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	27%	—	
	• Grade 8 (1990, 1992)	30%	37%	↑
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	71%	70% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	89%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	4 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	33%	35%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	32%	40%	↑
	• Females?	28%	30%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	61%	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	64%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1990, 1993)	—	—	
	Reduced alcohol use? (1990, 1993)	—	—	
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	11%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	31%	48%	↓
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	15%	18% ns	↔
	• Principals' perspective (1991, 1994)	8%	7% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	12%	23%	↑

— Data not available.
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KANSAS

Goal	Indicator	Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	32%	31%	↑
	2. Increased immunizations? (1994)	82%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	93%	92% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	—	—	
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	—	—	
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	62%	60% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	89%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	36%	37%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	35%	36%	↑
	• Females?	32%	33%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	58%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1990, 1993)	—	—	
	Reduced alcohol use? (1990, 1993)	—	—	
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	12%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	35%	42% ns	↔
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	17%	18% ns	↔
	• Principals' perspective (1991, 1994)	10%	8% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	11%	15% ns	↔

— Data not available.
ns Interpret with caution. Change was not statistically significant.

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KENTUCKY

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1992)	45%	43%	↑
	2. Increased immunizations? (1994)	80%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1993)	82%	83% $^{\text{ns}}$	↔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement? ▲			
	• Grade 4 (1992, 1994)	19%	22% $^{\text{ns}}$	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	13%	—	
	• Grade 8 (1990, 1992)	14%	17% $^{\text{ns}}$	↔
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	65%	53%	↓
	9. Increased participation in professional development programs on selected topics? (1994)	98%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	24 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	36%	38%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	33%	35%	↑
	• Females?	31%	34%	↑
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	50%	—	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1990, 1993)	—	—	
	Reduced alcohol use? (1990, 1993)	—	—	
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	15%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	39%	48% $^{\text{ns}}$	↔
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	32%	35% $^{\text{ns}}$	↔
	• Principals' perspective (1991, 1994)	15%	18% $^{\text{ns}}$	↔
	21. Increased influence of parent associations? (1991, 1994)	17%	37%	↑

— Data not available.

ns Interpret with caution. Change was not statistically significant.

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LOUISIANA

Goal	Indicator	Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1992)	39%	37%	↑
	2. Increased immunizations? (1994)	71%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1993)	81%	84% ns	↔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	13%	12% ns	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	8%	—	
	• Grade 8 (1990, 1992)	8%	10% ns	↔
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	51%	50% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	83%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	31 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	37%	39%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	41%	41%	↔
	• Females?	34%	36%	↑
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	46%	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	55%	—	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1993)	14%	—	
	Reduced alcohol use? (1993)	32%	—	
	17. Reduced sale of drugs? (1993)	22%	—	
	18. Reduced student victimization? (1993)	10%	—	
	Reduced teacher victimization? (1994)	20%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	44%	47% ns	↔
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	32%	38% ns	↔
	• Principals' perspective (1991, 1994)	22%	24% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	11%	12% ns	↔

— Data not available.
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MAINE

Goal		Item	Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1.	Reduced infants born with health risks? (1990, 1992)	35%	35%	↔
	2.	Increased immunizations? (1994)	82%	—	
	3.	Increased family-child reading and storytelling?	—	—	
	4.	Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5.	Increased high school completion rate? (1990, 1993)	91%	94% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6.	Increased reading achievement? ▲			
		• Grade 4 (1992, 1994)	31%	35% ns	↔
	7.	Increased mathematics achievement?			
		• Grade 4 (1992)	28%	—	
		• Grade 8 (1992)	31%	—	
GOAL 4 **Teacher Education and Professional Development**	8.	Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	64%	59% ns	↔
	9.	Increased participation in professional development programs on selected topics? (1994)	80%	—	
GOAL 5 **Mathematics and Science**	10.	Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	10 points	—	
	11.	Reduced science achievement gap between state and highest scoring country?	—	—	
	12.	Increased mathematics and science degrees awarded to (1991, 1993):			
		• All students?	49%	49%	↔
		• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	64%	46%	↓
		• Females?	45%	44%	↓
GOAL 6 **Adult Literacy and Lifelong Learning**	13.	Increased adult literacy? (1992)	—	—	
	14.	Reduced the gap in adult education participation?	—	—	
	15.	Increased postsecondary enrollment? (1992)	48%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16.	Reduced marijuana use? (1990, 1993)	—	—	
		Reduced alcohol use? (1990, 1993)	—	—	
	17.	Reduced sale of drugs? (1993)	—	—	
	18.	Reduced student victimization? (1993)	—	—	
		Reduced teacher victimization? (1994)	9%	—	
	19.	Reduced student disruptions?			
		• Student reports	—	—	
		• Teacher reports (1991, 1994)	23%	40%	↓
GOAL 8 **Parental Participation**	20.	Decreased schools with minimal parental involvement?			
		• Teachers' perspective (1991, 1994)	21%	17% ns	↔
		• Principals' perspective (1991, 1994)	10%	5% ns	↔
	21.	Increased influence of parent associations? (1991, 1994)	12%	15% ns	↔

— Data not available.
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MARYLAND

Goal			Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1.	Reduced infants born with health risks? (1990, 1992)	31%	29%	↑
	2.	Increased immunizations? (1994)	79%	—	
	3.	Increased family-child reading and storytelling?	—	—	
	4.	Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5.	Increased high school completion rate? (1990, 1993)	87%	93%	↑
GOAL 3 **Student Achievement and Citizenship**	6.	Increased reading achievement? ▲			
		• Grade 4 (1992, 1994)	21%	22% ns	↔
	7.	Increased mathematics achievement?			
		• Grade 4 (1992)	19%	—	
		• Grade 8 (1990, 1992)	20%	24% ns	↔
GOAL 4 **Teacher Education and Professional Development**	8.	Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	70%	72% ns	↔
	9.	Increased participation in professional development programs on selected topics? (1994)	84%	—	
GOAL 5 **Mathematics and Science**	10.	Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	17 points	—	
	11.	Reduced science achievement gap between state and highest scoring country?	—	—	
	12.	Increased mathematics and science degrees awarded to (1991, 1993):			
		• All students?	43%	44%	↑
		• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	40%	39%	↓
		• Females?	38%	39%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13.	Increased adult literacy? (1992)	—	—	
	14.	Reduced the gap in adult education participation?	—	—	
	15.	Increased postsecondary enrollment? (1992)	55%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16.	Reduced marijuana use? (1990, 1993)	—	—	
		Reduced alcohol use? (1990, 1993)	—	—	
	17.	Reduced sale of drugs? (1993)	—	—	
	18.	Reduced student victimization? (1993)	—	—	
		Reduced teacher victimization? (1994)	23%	—	
	19.	Reduced student disruptions?			
		• Student reports	—	—	
		• Teacher reports (1991, 1994)	47%	62%	↓
GOAL 8 **Parental Participation**	20.	Decreased schools with minimal parental involvement?			
		• Teachers' perspective (1991, 1994)	28%	29% ns	↔
		• Principals' perspective (1991, 1994)	11%	14% ns	↔
	21.	Increased influence of parent associations? (1991, 1994)	20%	22% ns	↔

— Data not available.
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MASSACHUSETTS

Goal		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	42%	39%	↑
	2. Increased immunizations? (1994)	82%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	90%	91% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	32%	31% ns	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	24%	—	
	• Grade 8 (1992)	28%	—	
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	69%	72% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	82%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	13 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	46%	44%	↓
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	51%	49%	↓
	• Females?	43%	41%	↓
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	60%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1990, 1993)	17%	20% ns	↔
	Reduced alcohol use? (1990, 1993)	38%	28%	↑
	17. Reduced sale of drugs? (1993)	31%	—	
	18. Reduced student victimization? (1993)	9%	—	
	Reduced teacher victimization? (1994)	14%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	40%	49%	↓
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	18%	22% ns	↔
	• Principals' perspective (1991, 1994)	9%	5% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	17%	31%	↑

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MICHIGAN

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	38%	36%	↑
	2. Increased immunizations? (1994)	61%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	86%	89%	↑
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement? ▲			
	• Grade 4 (1992)	23%	—	
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	19%	—	
	• Grade 8 (1990, 1992)	20%	23% ns	↔
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	70%	67% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	82%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	18 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	40%	41%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	39%	38%	↓
	• Females?	35%	36%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	59%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1990, 1993)	—	—	
	Reduced alcohol use? (1990, 1993)	—	—	
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	13%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	38%	46%	↓
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	25%	26% ns	↔
	• Principals' perspective (1991, 1994)	13%	9% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	21%	16% ns	↔

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MINNESOTA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	28%	28%	↔
	2. Increased immunizations? (1994)	81%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	92%	93% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	28%	27% ns	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	27%	—	
	• Grade 8 (1990, 1992)	29%	37%	↑
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	80%	81% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	85%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	4 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	37%	37%	↔
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	39%	39%	↔
	• Females?	33%	33%	↔
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	54%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1990, 1993)	—	—	
	Reduced alcohol use? (1990, 1993)	—	—	
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	13%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	32%	52%	↓
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	13%	14% ns	↔
	• Principals' perspective (1991, 1994)	7%	6% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	24%	32% ns	↔

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MISSISSIPPI

			Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1.	Reduced infants born with health risks? (1990, 1992)	40%	39%	↑
	2.	Increased immunizations? (1994)	83%	—	
	3.	Increased family-child reading and storytelling?	—	—	
	4.	Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5.	Increased high school completion rate? (1990, 1993)	84%	89% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6.	Increased reading achievement? ▲			
		• Grade 4 (1992, 1994)	12%	15%	↑
	7.	Increased mathematics achievement?			
		• Grade 4 (1992)	7%	—	
		• Grade 8 (1992)	8%	—	
GOAL 4 **Teacher Education and Professional Development**	8.	Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	67%	61% ns	↔
	9.	Increased participation in professional development programs on selected topics? (1994)	88%	—	
GOAL 5 **Mathematics and Science**	10.	Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	33 points	—	
	11.	Reduced science achievement gap between state and highest scoring country?	—	—	
	12.	Increased mathematics and science degrees awarded to (1991, 1993):			
		• All students?	33%	36%	↑
		• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	36%	39%	↑
		• Females?	30%	33%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13.	Increased adult literacy? (1992)	—	—	
	14.	Reduced the gap in adult education participation?	—	—	
	15.	Increased postsecondary enrollment? (1992)	61%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16.	Reduced marijuana use? (1990, 1993)	11%	9% ns	↔
		Reduced alcohol use? (1990, 1993)	37%	27%	↑
	17.	Reduced sale of drugs? (1993)	16%	—	
	18.	Reduced student victimization? (1993)	8%	—	
		Reduced teacher victimization? (1994)	15%	—	
	19.	Reduced student disruptions?			
		• Student reports	—	—	
		• Teacher reports (1991, 1994)	30%	47%	↓
GOAL 8 **Parental Participation**	20.	Decreased schools with minimal parental involvement?			
		• Teachers' perspective (1991, 1994)	31%	40%	↓
		• Principals' perspective (1991, 1994)	21%	24% ns	↔
	21.	Increased influence of parent associations? (1991, 1994)	24%	25% ns	↔

— Data not available.
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MISSOURI

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1992)	41%	38%	↑
	2. Increased immunizations? (1994)	64%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1993)	88%	90% ns	↔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement? ▲			
	• Grade 4 (1992, 1994)	26%	26%	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	19%	—	
	• Grade 8 (1992)	24%	—	
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	72%	65% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	81%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	17 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	35%	35%	↔
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	32%	25%	↓
	• Females?	30%	32%	↑
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	49%	—	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1990, 1993)	—	—	
	Reduced alcohol use? (1990, 1993)	—	—	
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	14%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	41%	53%	↓
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	22%	27% ns	↔
	• Principals' perspective (1991, 1994)	15%	13% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	10%	17% ns	↔

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MONTANA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	38%	37% ns	↔
	2. Increased immunizations? (1994)	75%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	93%	92% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?▲			
	• Grade 4 (1994)	29%	—	
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	—	—	
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	69%	64% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	86%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	38%	41%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	39%	40%	↑
	• Females?	29%	33%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	51%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1993)	14%	—	
	Reduced alcohol use? (1993)	41%	—	
	17. Reduced sale of drugs? (1993)	22%	—	
	18. Reduced student victimization? (1993)	7%	—	
	Reduced teacher victimization? (1994)	9%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	35%	33% ns	↔
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	17%	18% ns	↔
	• Principals' perspective (1991, 1994)	7%	15%	↓
	21. Increased influence of parent associations? (1991, 1994)	12%	16% ns	↔

— Data not available.
ns Interpret with caution. Change was not statistically significant.

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NEBRASKA

			Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1.	Reduced infants born with health risks? (1990, 1992)	38%	37%	↑
	2.	Increased immunizations? (1994)	72%	—	
	3.	Increased family-child reading and storytelling?	—	—	
	4.	Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5.	Increased high school completion rate? (1990, 1993)	91%	96% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6.	Increased reading achievement? ▲			
		• Grade 4 (1992, 1994)	27%	29% ns	↔
	7.	Increased mathematics achievement?			
		• Grade 4 (1992)	23%	—	
		• Grade 8 (1990, 1992)	30%	32% ns	↔
GOAL 4 **Teacher Education and Professional Development**	8.	Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	82%	75%	↓
	9.	Increased participation in professional development programs on selected topics? (1994)	87%	—	
GOAL 5 **Mathematics and Science**	10.	Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	9 points	—	
	11.	Reduced science achievement gap between state and highest scoring country?	—	—	
	12.	Increased mathematics and science degrees awarded to (1991, 1993):			
		• All students?	33%	35%	↑
		• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	32%	30%	↓
		• Females?	31%	34%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13.	Increased adult literacy? (1992)	—	—	
	14.	Reduced the gap in adult education participation?	—	—	
	15.	Increased postsecondary enrollment? (1992)	65%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16.	Reduced marijuana use? (1991, 1993)	10%	9% ns	↔
		Reduced alcohol use? (1991, 1993)	37%	36% ns	↔
	17.	Reduced sale of drugs? (1993)	11%	—	
	18.	Reduced student victimization? (1993)	6%	—	
		Reduced teacher victimization? (1994)	13%	—	
	19.	Reduced student disruptions?			
		• Student reports	—	—	
		• Teacher reports (1991, 1994)	33%	41%	↓
GOAL 8 **Parental Participation**	20.	Decreased schools with minimal parental involvement?			
		• Teachers' perspective (1991, 1994)	13%	15% ns	↔
		• Principals' perspective (1991, 1994)	4%	6% ns	↔
	21.	Increased influence of parent associations? (1991, 1994)	17%	15% ns	↔

— Data not available.
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NEVADA

Goal		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	38%	38%	↔
	2. Increased immunizations? (1994)	69%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	83%	83%	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	—	—	
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	—	—	
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	62%	66% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	81%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	30%	32%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	26%	29%	↑
	• Females?	27%	30%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	33%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1993)	19%	—	
	Reduced alcohol use? (1993)	32%	—	
	17. Reduced sale of drugs? (1993)	30%	—	
	18. Reduced student victimization? (1993)	10%	—	
	Reduced teacher victimization? (1994)	16%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	36%	50%	↓
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	27%	31% ns	↔
	• Principals' perspective (1991, 1994)	17%	16% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	12%	21%	↑

— Data not available.
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NEW HAMPSHIRE

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	35%	32%	↑
	2. Increased immunizations? (1994)	83%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	87%	87%	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement? ▲			
	• Grade 4 (1992, 1994)	34%	30% ns	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	26%	—	
	• Grade 8 (1990, 1992)	25%	30%	↑
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	80%	71%	↓
	9. Increased participation in professional development programs on selected topics? (1994)	89%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	11 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	40%	41%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	49%	51%	↑
	• Females?	37%	38%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	56%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1993)	21%	—	
	Reduced alcohol use? (1993)	31%	—	
	17. Reduced sale of drugs? (1993)	26%	—	
	18. Reduced student victimization? (1993)	7%	—	
	Reduced teacher victimization? (1994)	13%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	34%	40% ns	↔
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	17%	21% ns	↔
	• Principals' perspective (1991, 1994)	8%	12% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	13%	22% ns	↔

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NEW JERSEY

			Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1.	Reduced infants born with health risks? (1990, 1992)	31%	28%	↑
	2.	Increased immunizations? (1994)	71%	—	
	3.	Increased family-child reading and storytelling?	—	—	
	4.	Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5.	Increased high school completion rate? (1990, 1993)	90%	91% ns	↔
GOAL 3 Student Achievement and Citizenship	6.	Increased reading achievement? ▲			
		• Grade 4 (1992, 1994)	31%	29% ns	↔
	7.	Increased mathematics achievement?			
		• Grade 4 (1992)	25%	—	
		• Grade 8 (1990, 1992)	25%	28% ns	↔
GOAL 4 Teacher Education and Professional Development	8.	Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	69%	69%	↔
	9.	Increased participation in professional development programs on selected topics? (1994)	87%	—	
GOAL 5 Mathematics and Science	10.	Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	13 points	—	
	11.	Reduced science achievement gap between state and highest scoring country?	—	—	
	12.	Increased mathematics and science degrees awarded to (1991, 1993):			
		• All students?	43%	43%	↔
		• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	48%	44%	↓
		• Females?	39%	40%	↑
GOAL 6 Adult Literacy and Lifelong Learning	13.	Increased adult literacy? (1992)	53%	—	
	14.	Reduced the gap in adult education participation?	—	—	
	15.	Increased postsecondary enrollment? (1992)	60%	—	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16.	Reduced marijuana use? (1990, 1993)	—	—	
		Reduced alcohol use? (1990, 1993)	—	—	
	17.	Reduced sale of drugs? (1993)	—	—	
	18.	Reduced student victimization? (1993)	—	—	
		Reduced teacher victimization? (1994)	9%	—	
	19.	Reduced student disruptions?			
		• Student reports	—	—	
		• Teacher reports (1991, 1994)	37%	45%	↓
GOAL 8 Parental Participation	20.	Decreased schools with minimal parental involvement?			
		• Teachers' perspective (1991, 1994)	23%	24% ns	↔
		• Principals' perspective (1991, 1994)	12%	8% ns	↔
	21.	Increased influence of parent associations? (1991, 1994)	12%	22% ns	↔

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NEW MEXICO

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	37%	36%	↑
	2. Increased immunizations? (1994)	73%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	85%	84% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement? ▲			
	• Grade 4 (1992, 1994)	20%	17% ns	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	11%	—	
	• Grade 8 (1990, 1992)	13%	14% ns	↔
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	53%	52% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	79%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	27 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	40%	39%	↓
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	38%	36%	↓
	• Females?	33%	32%	↓
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	49%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1990, 1991)	11%	18%	↓
	Reduced alcohol use? (1990, 1991)	45%	43% ns	↔
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	14%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	40%	45% ns	↔
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	31%	33% ns	↔
	• Principals' perspective (1991, 1994)	16%	15% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	25%	40%	↑

— Data not available.
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NEW YORK

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1992)	—	—	
	2. Increased immunizations? (1994)	77%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1993)	88%	88%	↔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement? ▲			
	• Grade 4 (1992, 1994)	23%	23%	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	17%	—	
	• Grade 8 (1990, 1992)	19%	24%	↑
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	74%	75% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	76%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	17 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	41%	40%	↓
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	43%	42%	↓
	• Females?	38%	38%	↔
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	46%	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	67%	—	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1993)	16%	19% ns	↔
	Reduced alcohol use? (1991, 1993)	36%	32% ns	↔
	17. Reduced sale of drugs? (1993)	28%	—	
	18. Reduced student victimization? (1993)	8%	—	
	Reduced teacher victimization? (1994)	19%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	42%	55%	↓
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	23%	29% ns	↔
	• Principals' perspective (1991, 1994)	9%	14%	↓
	21. Increased influence of parent associations? (1991, 1994)	18%	34%	↑

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NORTH CAROLINA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	40%	38%	↑
	2. Increased immunizations? (1994)	84%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	83%	85% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	22%	26% ns	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	13%	—	
	• Grade 8 (1990, 1992)	11%	15%	↑
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	68%	66% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	93%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	26 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	41%	43%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	38%	42%	↑
	• Females?	36%	40%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	49%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1993)	15%	—	
	Reduced alcohol use? (1993)	23%	—	
	17. Reduced sale of drugs? (1993)	29%	—	
	18. Reduced student victimization? (1993)	10%	—	
	Reduced teacher victimization? (1994)	19%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	42%	53%	↓
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	29%	30% ns	↔
	• Principals' perspective (1991, 1994)	10%	10%	↔
	21. Increased influence of parent associations? (1991, 1994)	21%	20% ns	↔

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NORTH DAKOTA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1992)	36%	36%	↔
	2. Increased immunizations? (1994)	81%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1993)	96%	97%^{ns}	↔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	31%	32%^{ns}	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	23%	—	
	• Grade 8 (1990, 1992)	34%	36%^{ns}	↔
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	73%	76%^{ns}	↔
	9. Increased participation in professional development programs on selected topics? (1994)	84%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	5 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	39%	41%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	40%	39%	↓
	• Females?	35%	40%	↑
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	68%	—	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1990, 1993)	—	—	
	Reduced alcohol use? (1990, 1993)	—	—	
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	8%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	30%	33%^{ns}	↔
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	9%	13%	↓
	• Principals' perspective (1991, 1994)	4%	3%^{ns}	↔
	21. Increased influence of parent associations? (1991, 1994)	16%	17%^{ns}	↔

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OHIO

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1992)	41%	39%	↑
	2. Increased immunizations? (1994)	73%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1993)	89%	90% ns	↔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?▲			
	• Grade 4 (1992)	24%	—	
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	17%	—	
	• Grade 8 (1990, 1992)	19%	22% ns	↔
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	68%	61% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	83%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	19 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	36%	36%	↔
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	36%	37%	↑
	• Females?	31%	32%	↑
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	55%	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	51%	—	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1993)	16%	—	
	Reduced alcohol use? (1993)	30%	—	
	17. Reduced sale of drugs? (1993)	20%	—	
	18. Reduced student victimization? (1993)	8%	—	
	Reduced teacher victimization? (1994)	17%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	38%	42% ns	↔
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	29%	29%	↔
	• Principals' perspective (1991, 1994)	14%	13% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	14%	16% ns	↔

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OKLAHOMA

Goal		Indicator	Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1.	Reduced infants born with health risks? (1992)	36%	—	
	2.	Increased immunizations? (1994)	76%	—	
	3.	Increased family-child reading and storytelling?	—	—	
	4.	Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5.	Increased high school completion rate? (1990, 1993)	87%	83% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6.	Increased reading achievement?▲			
		• Grade 4 (1992)	25%	—	
	7.	Increased mathematics achievement?			
		• Grade 4 (1992)	14%	—	
		• Grade 8 (1990, 1992)	17%	21%	↑
GOAL 4 **Teacher Education and Professional Development**	8.	Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	65%	61% ns	↔
	9.	Increased participation in professional development programs on selected topics? (1994)	88%	—	
GOAL 5 **Mathematics and Science**	10.	Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	20 points	—	
	11.	Reduced science achievement gap between state and highest scoring country?	—	—	
	12.	Increased mathematics and science degrees awarded to (1991, 1993):			
		• All students?	33%	35%	↑
		• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	34%	37%	↑
		• Females?	28%	30%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13.	Increased adult literacy? (1992)	—	—	
	14.	Reduced the gap in adult education participation?	—	—	
	15.	Increased postsecondary enrollment? (1992)	50%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16.	Reduced marijuana use? (1990, 1993)	—	—	
		Reduced alcohol use? (1990, 1993)	—	—	
	17.	Reduced sale of drugs? (1993)	—	—	
	18.	Reduced student victimization? (1993)	—	—	
		Reduced teacher victimization? (1994)	13%	—	
	19.	Reduced student disruptions?			
		• Student reports	—	—	
		• Teacher reports (1991, 1994)	33%	39%	↓
GOAL 8 **Parental Participation**	20.	Decreased schools with minimal parental involvement?			
		• Teachers' perspective (1991, 1994)	22%	28%	↓
		• Principals' perspective (1991, 1994)	15%	13% ns	↔
	21.	Increased influence of parent associations? (1991, 1994)	13%	21%	↑

— Data not available
ns Interpret with caution. Change was not statistically significant.

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OREGON

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	39%	37%	↑
	2. Increased immunizations? (1994)	71%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	89%	83%	↓
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	—	—	
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	—	—	
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	64%	59% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	86%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	41%	44%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	41%	40%	↓
	• Females?	37%	41%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	77%	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	54%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1990, 1993)	—	—	
	Reduced alcohol use? (1990, 1993)	—	—	
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	13%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	37%	57%	↓
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	19%	30%	↓
	• Principals' perspective (1991, 1994)	13%	12% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	12%	21% ns	↔

— Data not available.
ns Interpret with caution. Change was not statistically significant.

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PENNSYLVANIA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1992)	39%	38%	↑
	2. Increased immunizations? (1994)	77%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1993)	90%	90%	↔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	28%	26% ns	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	23%	—	
	• Grade 8 (1990, 1992)	21%	26% ns	↔
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	78%	72%	↓
	9. Increased participation in professional development programs on selected topics? (1994)	82%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	15 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	40%	41%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	40%	38%	↓
	• Females?	36%	37%	↑
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	54%	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	55%	—	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1990, 1993)	—	—	
	Reduced alcohol use? (1990, 1993)	—	—	
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	13%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	33%	48%	↓
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	18%	21% ns	↔
	• Principals' perspective (1991, 1994)	15%	10% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	10%	28%	↑

— Data not available.
ns Interpret with caution. Change was not statistically significant.

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RHODE ISLAND

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	36%	33%	↑
	2. Increased immunizations? (1994)	82%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	87%	91% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement? ▲			
	• Grade 4 (1992, 1994)	24%	27% ns	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	14%	—	
	• Grade 8 (1990, 1992)	18%	20% ns	↔
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	72%	76% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	77%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	21 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	34%	35%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	40%	42%	↑
	• Females?	31%	32%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	64%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1990, 1993)	—	—	
	Reduced alcohol use? (1990, 1993)	—	—	
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	14%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	52%	43% ns	↔
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	20%	26% ns	↔
	• Principals' perspective (1991, 1994)	11%	7% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	8%	30%	↑

— Data not available.
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SOUTH CAROLINA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	43%	40%	↑
	2. Increased immunizations? (1994)	84%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	83%	87% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	19%	16% ns	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	13%	—	
	• Grade 8 (1992)	18%	—	
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	69%	63% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	81%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	23 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	37%	39%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	36%	38%	↑
	• Females?	34%	35%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	43%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1991, 1993)	12%	13% ns	↔
	Reduced alcohol use? (1991, 1993)	27%	25% ns	↔
	17. Reduced sale of drugs? (1993)	25%	—	
	18. Reduced student victimization? (1993)	10%	—	
	Reduced teacher victimization? (1994)	17%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	37%	48%	↓
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	32%	36% ns	↔
	• Principals' perspective (1991, 1994)	22%	27% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	16%	24% ns	↔

— Data not available.
ns Interpret with caution. Change was not statistically significant.

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SOUTH DAKOTA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	—	—	
	2. Increased immunizations? (1994)	74%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	88%	93% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	—	—	
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	—	—	
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	62%	59% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	86%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	44%	43%	↓
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	30%	34%	↑
	• Females?	36%	37%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	53%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1990, 1993)	12%	10% ns	↔
	Reduced alcohol use? (1990, 1993)	42%	44% ns	↔
	17. Reduced sale of drugs? (1993)	19%	—	
	18. Reduced student victimization? (1993)	6%	—	
	Reduced teacher victimization? (1994)	8%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	31%	40%	↓
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	18%	18%	↔
	• Principals' perspective (1991, 1994)	10%	11% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	15%	19% ns	↔

— Data not available
ns Interpret with caution. Change was not statistically significant.

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TENNESSEE

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1992)	38%	38%	↔
	2. Increased immunizations? (1994)	74%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1993)	77%	82%	↑
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	20%	22% ns	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	10%	—	
	• Grade 8 (1992)	15%	—	
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	59%	55% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	87%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	26 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	36%	39%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	40%	39%	↓
	• Females?	32%	35%	↑
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	46%	—	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1993)	17%	—	
	Reduced alcohol use? (1993)	28%	—	
	17. Reduced sale of drugs? (1993)	22%	—	
	18. Reduced student victimization? (1993)	9%	—	
	Reduced teacher victimization? (1994)	15%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	35%	48%	↓
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	29%	29%	↔
	• Principals' perspective (1991, 1994)	18%	13% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	16%	15% ns	↔

— Data not available.
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TEXAS

Goal		Indicator	Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1.	Reduced infants born with health risks? (1990, 1992)	32%	31%	↑
	2.	Increased immunizations? (1994)	71%	—	
	3.	Increased family-child reading and storytelling?	—	—	
	4.	Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5.	Increased high school completion rate? (1990, 1993)	78%	81% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6.	Increased reading achievement?▲			
		• Grade 4 (1992, 1994)	20%	22% ns	↔
	7.	Increased mathematics achievement?			
		• Grade 4 (1992)	16%	—	
		• Grade 8 (1990, 1992)	16%	21%	↑
GOAL 4 **Teacher Education and Professional Development**	8.	Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	54%	51% ns	↔
	9.	Increased participation in professional development programs on selected topics? (1994)	93%	—	
GOAL 5 **Mathematics and Science**	10.	Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	20 points	—	
	11.	Reduced science achievement gap between state and highest scoring country?	—	—	
	12.	Increased mathematics and science degrees awarded to (1991, 1993):			
		• All students?	34%	37%	↑
		• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	35%	37%	↑
		• Females?	29%	34%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13.	Increased adult literacy? (1992)	47%	—	
	14.	Reduced the gap in adult education participation?	—	—	
	15.	Increased postsecondary enrollment? (1992)	52%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16.	Reduced marijuana use? (1990, 1993)	—	—	
		Reduced alcohol use? (1990, 1993)	—	—	
	17.	Reduced sale of drugs? (1993)	—	—	
	18.	Reduced student victimization? (1993)	—	—	
		Reduced teacher victimization? (1994)	14%	—	
	19.	Reduced student disruptions?			
		• Student reports	—	—	
		• Teacher reports (1991, 1994)	41%	46% ns	↔
GOAL 8 **Parental Participation**	20.	Decreased schools with minimal parental involvement?			
		• Teachers' perspective (1991, 1994)	32%	36% ns	↔
		• Principals' perspective (1991, 1994)	22%	18% ns	↔
	21.	Increased influence of parent associations? (1991, 1994)	14%	24%	↑

— Data not available.
ns Interpret with caution. Change was not statistically significant.

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UTAH

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	29%	28% ns	↔
	2. Increased immunizations? (1994)	70%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	94%	94%	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	26%	25% ns	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	20%	—	
	• Grade 8 (1992)	27%	—	
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	68%	62%	↓
	9. Increased participation in professional development programs on selected topics? (1994)	87%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	14 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	41%	41%	↔
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	47%	44%	↓
	• Females?	32%	32%	↔
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	51%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1990, 1993)	8%	7% ns	↔
	Reduced alcohol use? (1990, 1993)	19%	17% ns	↔
	17. Reduced sale of drugs? (1993)	19%	—	
	18. Reduced student victimization? (1993)	8%	—	
	Reduced teacher victimization? (1994)	16%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	33%	54%	↓
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	18%	19% ns	↔
	• Principals' perspective (1991, 1994)	13%	14% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	17%	33%	↑

— Data not available
ns Interpret with caution. Change was not statistically significant.

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VERMONT

Goal	Indicator	Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	38%	34%	↑
	2. Increased immunizations? (1994)	88%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	86%	90% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	—	—	
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	—	—	
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	71%	73% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	89%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	44%	45%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	43%	46%	↑
	• Females?	40%	42%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	54%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1993)	19%	—	
	Reduced alcohol use? (1993)	31%	—	
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	15%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	27%	44%	↓
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	10%	17%	↓
	• Principals' perspective (1991, 1994)	10%	6% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	8%	24%	↑

— Data not available.
ns Interpret with caution. Change was not statistically significant.

See page 83 for a Guide to Reading the U.S. and State Pages.
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See Appendix B for technical notes and sources.
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VIRGINIA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	35%	34%	↑
	2. Increased immunizations? (1994)	81%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	87%	89% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement? ▲			
	• Grade 4 (1992, 1994)	28%	23% ns	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	19%	—	
	• Grade 8 (1990, 1992)	21%	23% ns	↔
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	72%	61%	↓
	9. Increased participation in professional development programs on selected topics? (1994)	85%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	18 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	44%	48%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	41%	43%	↑
	• Females?	39%	44%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	51%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1990, 1993)	—	—	
	Reduced alcohol use? (1990, 1993)	—	—	
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	18%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	32%	55%	↓
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	22%	28% ns	↔
	• Principals' perspective (1991, 1994)	10%	13% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	19%	23% ns	↔

— Data not available.
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WASHINGTON

Goal		Indicator	Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1.	Reduced infants born with health risks? (1990, 1992)	34%	40%	↓
	2.	Increased immunizations? (1994)	74%	—	
	3.	Increased family-child reading and storytelling?	—	—	
	4.	Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5.	Increased high school completion rate? (1990, 1993)	87%	87%	↔
GOAL 3 **Student Achievement and Citizenship**	6.	Increased reading achievement? ▲			
		• Grade 4 (1994)	22%	—	
	7.	Increased mathematics achievement?			
		• Grade 4 (1992)	—	—	
		• Grade 8 (1990, 1992)	—	—	
GOAL 4 **Teacher Education and Professional Development**	8.	Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	65%	61% ns	↔
	9.	Increased participation in professional development programs on selected topics? (1994)	89%	—	
GOAL 5 **Mathematics and Science**	10.	Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11.	Reduced science achievement gap between state and highest scoring country?	—	—	
	12.	Increased mathematics and science degrees awarded to (1991, 1993):			
		• All students?	40%	41%	↑
		• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	38%	40%	↑
		• Females?	36%	37%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13.	Increased adult literacy? (1992)	69%	—	
	14.	Reduced the gap in adult education participation?	—	—	
	15.	Increased postsecondary enrollment? (1992)	58%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16.	Reduced marijuana use? (1990, 1993)	—	—	
		Reduced alcohol use? (1990, 1993)	—	—	
	17.	Reduced sale of drugs? (1993)	—	—	
	18.	Reduced student victimization? (1993)	—	—	
		Reduced teacher victimization? (1994)	16%	—	
	19.	Reduced student disruptions?			
		• Student reports	—	—	
		• Teacher reports (1991, 1994)	39%	45% ns	↔
GOAL 8 **Parental Participation**	20.	Decreased schools with minimal parental involvement?			
		• Teachers' perspective (1991, 1994)	22%	25% ns	↔
		• Principals' perspective (1991, 1994)	16%	15% ns	↔
	21.	Increased influence of parent associations? (1991, 1994)	20%	23% ns	↔

— Data not available.
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WEST VIRGINIA

Goal	Indicator	Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	43%	42%	↑
	2. Increased immunizations? (1994)	66%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	83%	86% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	22%	22%	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	13%	—	
	• Grade 8 (1990, 1992)	12%	13% ns	↔
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	66%	60% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	88%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	28 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	32%	33%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	31%	33%	↑
	• Females?	29%	31%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	49%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1990, 1993)	17%	18% ns	↔
	Reduced alcohol use? (1990, 1993)	42%	39% ns	↔
	17. Reduced sale of drugs? (1993)	26%	—	
	18. Reduced student victimization? (1993)	8%	—	
	Reduced teacher victimization? (1994)	13%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	32%	43%	↓
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	23%	27% ns	↔
	• Principals' perspective (1991, 1994)	12%	12%	↔
	21. Increased influence of parent associations? (1991, 1994)	16%	17% ns	↔

— Data not available.
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WISCONSIN

			Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1.	Reduced infants born with health risks? (1990, 1992)	42%	39%	↑
	2.	Increased immunizations? (1994)	76%	—	
	3.	Increased family-child reading and storytelling?	—	—	
	4.	Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5.	Increased high school completion rate? (1990, 1993)	93%	93%	↔
GOAL 3 **Student Achievement and Citizenship**	6.	Increased reading achievement?▲			
		• Grade 4 (1992, 1994)	29%	30% ns	↔
	7.	Increased mathematics achievement?			
		• Grade 4 (1992)	25%	—	
		• Grade 8 (1990, 1992)	29%	32% ns	↔
GOAL 4 **Teacher Education and Professional Development**	8.	Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	79%	63%	↓
	9.	Increased participation in professional development programs on selected topics? (1994)	84%	—	
GOAL 5 **Mathematics and Science**	10.	Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	9 points	—	
	11.	Reduced science achievement gap between state and highest scoring country?	—	—	
	12.	Increased mathematics and science degrees awarded to (1991, 1993):			
		• All students?	41%	42%	↑
		• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	39%	40%	↑
		• Females?	36%	37%	↑
GOAL 6 **Adult Literacy and Lifelong Learning**	13.	Increased adult literacy? (1992)	—	—	
	14.	Reduced the gap in adult education participation?	—	—	
	15.	Increased postsecondary enrollment? (1992)	62%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16.	Reduced marijuana use? (1993)	11%	—	
		Reduced alcohol use? (1993)	29%	—	
	17.	Reduced sale of drugs? (1993)	20%	—	
	18.	Reduced student victimization? (1993)	8%	—	
		Reduced teacher victimization? (1994)	15%	—	
	19.	Reduced student disruptions?			
		• Student reports	—	—	
		• Teacher reports (1991, 1994)	41%	51%	↓
GOAL 8 **Parental Participation**	20.	Decreased schools with minimal parental involvement?			
		• Teachers' perspective (1991, 1994)	19%	21% ns	↔
		• Principals' perspective (1991, 1994)	9%	9%	↔
	21.	Increased influence of parent associations? (1991, 1994)	11%	21%	↑

— Data not available.
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WYOMING

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	41%	40% ns	↔
	2. Increased immunizations? (1994)	78%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	91%	92% ns	↔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement? ▲			
	• Grade 4 (1992, 1994)	28%	26% ns	↔
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	19%	—	
	• Grade 8 (1990, 1992)	24%	26% ns	↔
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	69%	72% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	85%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	15 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	40%	40%	↔
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	43%	33%	↓
	• Females?	35%	33%	↓
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	47%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1990, 1993)	—	—	
	Reduced alcohol use? (1990, 1993)	—	—	
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	11%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	28%	39%	↓
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	15%	17% ns	↔
	• Principals' perspective (1991, 1994)	7%	10% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	16%	19% ns	↔

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AMERICAN SAMOA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	—	—	
	2. Increased immunizations? (1994)	—	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	—	—	
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement? ▲			
	• Grade 4 (1992, 1994)	—	—	
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	—	—	
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	—	—	
	9. Increased participation in professional development programs on selected topics? (1994)	—	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	—	—	
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	—	—	
	• Females?	—	—	
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	20%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1993)	14%	—	
	Reduced alcohol use? (1993)	23%	—	
	17. Reduced sale of drugs? (1993)	14%	—	
	18. Reduced student victimization? (1993)	15%	—	
	Reduced teacher victimization? (1994)	—	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	—	—	
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	—	—	
	• Principals' perspective (1991, 1994)	—	—	
	21. Increased influence of parent associations? (1991, 1994)	—	—	

— Data not available.
ns Interpret with caution. Change was not statistically significant.

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GUAM

			Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1.	Reduced infants born with health risks? (1990, 1992)	35%	48%	⬇
	2.	Increased immunizations? (1994)	—	—	
	3.	Increased family-child reading and storytelling?	—	—	
	4.	Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5.	Increased high school completion rate? (1990, 1993)	—	—	
GOAL 3 **Student Achievement and Citizenship**	6.	Increased reading achievement?▲			
		• Grade 4 (1992, 1994)	6%	6%	↔
	7.	Increased mathematics achievement?			
		• Grade 4 (1992)	5%	—	
		• Grade 8 (1990, 1992)	5%	7% ns	↔
GOAL 4 **Teacher Education and Professional Development**	8.	Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	—	—	
	9.	Increased participation in professional development programs on selected topics? (1994)	—	—	
GOAL 5 **Mathematics and Science**	10.	Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	34 points	—	
	11.	Reduced science achievement gap between state and highest scoring country?	—	—	
	12.	Increased mathematics and science degrees awarded to (1991, 1993):			
		• All students?	26%	14%	⬇
		• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	0%	33%	⬆
		• Females?	34%	17%	⬇
GOAL 6 **Adult Literacy and Lifelong Learning**	13.	Increased adult literacy? (1992)	—	—	
	14.	Reduced the gap in adult education participation?	—	—	
	15.	Increased postsecondary enrollment? (1992)	51%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16.	Reduced marijuana use? (1990, 1993)	—	—	
		Reduced alcohol use? (1990, 1993)	—	—	
	17.	Reduced sale of drugs? (1993)	—	—	
	18.	Reduced student victimization? (1993)	—	—	
		Reduced teacher victimization? (1994)	—	—	
	19.	Reduced student disruptions?			
		• Student reports	—	—	
		• Teacher reports (1991, 1994)	—	—	
GOAL 8 **Parental Participation**	20.	Decreased schools with minimal parental involvement?			
		• Teachers' perspective (1991, 1994)	—	—	
		• Principals' perspective (1991, 1994)	—	—	
	21.	Increased influence of parent associations? (1991, 1994)	—	—	

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NORTHERN MARIANAS

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	—	—	
	2. Increased immunizations? (1994)	—	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	—	—	
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement? ▲			
	• Grade 4 (1992, 1994)	—	—	
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	—	—	
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	—	—	
	9. Increased participation in professional development programs on selected topics? (1994)	—	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	—	—	
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	—	—	
	• Females?	—	—	
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	69%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1990, 1993)	—	—	
	Reduced alcohol use? (1990, 1993)	—	—	
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	—	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	—	—	
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	—	—	
	• Principals' perspective (1991, 1994)	—	—	
	21. Increased influence of parent associations? (1991, 1994)	—	—	

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PUERTO RICO

Goal	Indicator	Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	48%	45%	↑
	2. Increased immunizations? (1994)	—	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	—	—	
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement? ▲			
	• Grade 4 (1992, 1994)	—	—	
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	—	—	
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	—	—	
	9. Increased participation in professional development programs on selected topics? (1994)	—	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	31%	31%	↔
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	31%	30%	↓
	• Females?	29%	28%	↓
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	88%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1991)	4%	—	
	Reduced alcohol use? (1991)	18%	—	
	17. Reduced sale of drugs? (1993)	—	—	
	18. Reduced student victimization? (1993)	—	—	
	Reduced teacher victimization? (1994)	—	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	—	—	
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	—	—	
	• Principals' perspective (1991, 1994)	—	—	
	21. Increased influence of parent associations? (1991, 1994)	—	—	

— Data not available.
ns Interpret with caution. Change was not statistically significant.

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VIRGIN ISLANDS

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	—	—	
	2. Increased immunizations? (1994)	—	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1993)	—	—	
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?▲			
	• Grade 4 (1992, 1994)	—	—	
	7. Increased mathematics achievement?			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	1%	1%	↔
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who held a degree in main teaching assignment? (1991, 1994)	—	—	
	9. Increased participation in professional development programs on selected topics? (1994)	—	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	40 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1993):			
	• All students?	25%	20%	↓
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	23%	20%	↓
	• Females?	23%	17%	↓
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992)	38%	—	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1990, 1993)	—	—	
	Reduced alcohol use? (1993)	9%	—	
	17. Reduced sale of drugs? (1993)	27%	—	
	18. Reduced student victimization? (1993)	12%	—	
	Reduced teacher victimization? (1994)	—	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	—	—	
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	—	—	
	• Principals' perspective (1991, 1994)	—	—	
	21. Increased influence of parent associations? (1991, 1994)	—	—	

— Data not available
ns Interpret with caution. Change was not statistically significant.

See page 83 for a Guide to Reading the U.S. and State Pages.
See *Volume Two* for additional state data.

See Appendix B for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix B.

Appendices

2000

1994

Appendix A: Technical Notes and Sources for the National Core Indicators

General Information

Process of Choosing the Core Indicators

The core indicators were selected with the assistance of members of the Goals Panel's Resource and Technical Planning Groups, who were asked to recommend a small set of indicators for the core that were, to the extent possible:

- comprehensive across the Goals;
- most critical in determining whether the Goals are actually achieved;
- policy-actionable, so that policymakers and the public will have a better understanding of what they can do to improve education performance; and
- updated at frequent intervals, so that the Panel can provide regular progress reports.

It is important to understand that the indicators selected for the core are not necessarily the ideal measures of progress, nor are they all policy-actionable. They do represent, however, the best currently available measures at the national and the state levels.

Accuracy of Data

The accuracy of any statistic is determined by the joint effects of "sampling" and "nonsampling" errors. Estimates based on a sample will differ somewhat from the figures that would have been obtained if a complete census had been taken using the same survey instruments, instructions, and procedures. In addition to such sampling errors, all surveys, both universe and sample, are subject to design, reporting, and processing errors and errors due to nonresponse. To the extent possible, these nonsampling errors are kept to a minimum by methods built into the survey procedures. In general, however, the effects of nonsampling errors are more difficult to gauge than those produced by sampling variability.

Sampling Errors

The samples used in surveys are selected from a large number of possible samples of the same size that could have been selected using the same sample design. Estimates derived from the different samples would differ from each other. The difference between a sample estimate and the average of all possible samples is called the sampling deviation. The standard or sampling error of a survey estimate is a measure of the variation among the estimates from all possible samples and, thus, is a measure of the precision with which an estimate from a particular sample approximates the average result of all possible samples.

The sample estimate and an estimate of its standard error permit us to construct interval estimates with prescribed confidence that the interval includes the average result of all possible samples. If all possible samples were selected under essentially the same conditions and an estimate and its estimated standard error were calculated from each sample, then: 1) approximately 2/3 of the intervals from one standard error below the estimate to one standard error above the estimate would include the average value of the possible samples; and 2) approximately 19/20 of the intervals from two standard errors above the estimate to two standard errors below the estimate would include the average value of all possible samples. We call an interval from two standard errors below the estimate to two standard errors above the estimate a 95 percent confidence interval.

Analysis of standard errors can help assess how valid a comparison between two estimates might be. The standard error of a difference between two independent sample estimates is equal to the square root of the sum of the squared standard errors of the estimates. The standard error (se) of the difference between independent sample estimates "a" and "b" is:

$$se_{a,b} = \sqrt{se_a^2 + se_b^2}$$

To compare changes in between-group differences (groups "a" and "b") over time (years "1" and "2"), we approximate the standard error of the difference as:

$$se = \sqrt{se_{a1}^2 + se_{b1}^2 + se^2_{a2} + se^2_{b2}}$$

This method overestimates the standard error because it does not account for covariance (the covariance figures were not available). Because of this overestimation, the approach is conservative; that is, one is less likely to obtain significant results.

Nonsampling Errors

Universe and sample surveys are subject to nonsampling errors. Nonsampling errors may arise when respondents or interviewers interpret questions differently; when respondents must estimate values; when coders, keyers, and other processors handle answers differently; when persons who should be included in the universe are not; or when persons fail to respond (completely or partially). Nonsampling errors usually, but not always, result in an understatement of total survey error and thus an overstatement of the precision of survey estimates. Since estimating the magnitude of nonsampling errors often would require special experiments or access to independent data, these magnitudes are seldom available.

Goal 1: Ready to Learn

1. Children's Health Index

The percentages of infants at risk are based on the number of births used to calculate the health index, not the actual number of births. The percentage of complete and usable birth records used to calculate the 1992 health index varied from a high of 99.78 to a low of 74.28. Four states (California, Indiana, New York, and South Dakota) did not collect information on all four risks in 1991 and 1992; five states (California, Indiana, New York, Oklahoma, and South Dakota) did not collect information on all four risks in 1990. These states and the Territories are not included in the U.S. total. New Hampshire was included in the U.S. total but not in the race/ethnicity totals because the state does not collect information on Hispanic origin. Minority populations may be underrepresented due to the exclusion of the four states (five states in 1990), particularly California and New York; therefore, the risk factors by race/ethnicity should be interpreted with caution.

Source: Nicholas Zill and Christine Winquist Nord of Westat, Inc. developed the concept of the Children's Health Index. Stephanie Ventura and Sally Clarke of the National Center for Health Statistics provided the special tabulations of the 1990, 1991, and 1992 birth certificate data needed to produce the index, July 1995.

2. Immunizations

Source: Data from the 1994 National Immunization Survey, Centers for Disease Control and Prevention. *Morbidity and Mortality Weekly Report*, August 25, 1995, 613-623.

3. Family-Child Reading and Storytelling

The population estimates for the National Household Education Survey (NHES) cover 3- to 5-year-old children who are not yet enrolled in kindergarten. Age from the NHES:93 was established as of January 1, 1993, and age from the NHES:95 was established as of December 31, 1994.

In the NHES:93, information on daily reading was collected using two approaches with split-half samples. The two approaches did not result in significantly different estimates for daily reading among 3- to 5-year-old preschoolers. A combined measure using both items is included in this Report.

Sources: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1993 School Readiness Interview, unpublished tabulations prepared by Westat, Inc., August 1994.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1995 Program Participation Interview, unpublished tabulations prepared by Westat, Inc., August 1995.

4. Preschool Participation

The population estimates for the NHES cover 3- to 5-year-old children who are not yet enrolled in kindergarten. Age from the NHES:91 was established as of January 1, 1991, age from the NHES:93 was established as of January 1, 1993, and age from the NHES:95 was established as of December 31, 1994. Preschool participation includes children enrolled in any center-based program.

Sources: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1991 Early Childhood Component, unpublished tabulations prepared by Westat, Inc., August 1994.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1993 School Readiness Interview, unpublished tabulations prepared by Westat, Inc., August 1994.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1995 Program Participation Interview, unpublished tabulations prepared by Westat, Inc., August 1995.

Goal 2: School Completion

5. High School Completion

The high school completion rates for 18- to 24-year-olds are computed as a percentage of the non-high school enrolled population at these ages who hold a high school credential (either a high school diploma or an alternative credential, such as a General Educational Development (GED) certificate, Individual Education Plan (IEP) credential, or certificate of attendance).

Source: Data from the 1990 through 1994 October Current Population Surveys, unpublished tabulations prepared by the National Center for Education Statistics and Management Planning Research Associates, Inc., August 1995.

Goal 3: Student Achievement and Citizenship

General

National Assessment of Educational Progress (NAEP)

NAEP is a survey of the educational achievement of American students and changes in that achievement across time. Since 1969, NAEP has assessed the achievement of national samples of 9-, 13-, and 17-year-old students in public and private schools. In 1983, it expanded the samples so that grade-level results could be reported. The assessments, conducted annually until the 1979-80 school year and biennially since then, have included periodic measures of student performance in reading, mathematics, science, writing, U.S. history, civics, geography, and other subject areas. NAEP also collects demographic, curricular, and instructional background information from students, teachers, and school administrators.

In 1988, Congress added a new dimension to NAEP by authorizing, on a trial basis, voluntary participation of public schools in state-level assessments. Forty jurisdictions (states and territories) participated in the 1990 trial mathematics assessment. In 1992, 44 jurisdictions participated in the state mathematics assessments of 4th and 8th graders, and 43 participated in the 4th grade reading assessments. Forty-four jurisdictions participated in the 1994 trial reading assessment of 4th graders.

National Assessment Governing Board (NAGB) Achievement Levels

The NAEP data shown under Goal 3 should be interpreted with caution. The Goals Panel's performance standard classifies student performance according to achievement levels devised by the National Assessment Governing Board. These achievement level data have been previously reported by the National Center for Education Statistics (NCES). Students with NAEP scores falling below the Goals Panel's performance standard have been classified as "Basic" or below; those above have been classified as "Proficient" or "Advanced."

The NAGB achievement levels represent a useful way of categorizing overall performance on the NAEP. They are also consistent with the Panel's efforts to report such performance against a high-criterion standard. However, both NAGB and the Commissioner of NCES regard the achievement levels as developmental; the reader of this Report is advised to interpret the achievement levels with caution.

NAGB has established standards for reporting the results of the National Assessment of Educational Progress. This effort has resulted in three achievement levels: basic, proficient, and advanced. The NAGB achievement levels are reasoned judgements of what students should know and be able to do. They are attempts to characterize overall student performance in particular subject matters. Readers should exercise caution, however, in making particular inferences about what students at each level actually know and can do. A NAEP assessment is a complex picture of student achievement and applying external standards for performance is a difficult task. Evaluation studies completed and under way have raised questions about the degree to which the standards in the NAGB achievement levels are actually reflected in an assessment and, hence, the degree to which inferences about actual performance can be made from these achievement levels. The Goals Panel acknowledges these limitations but believes that, used with caution, these levels convey important information about how American students are faring in reaching Goal 3.

Basic: *This level, below proficient, denotes partial mastery of knowledge and skills that are fundamental for proficient work at each grade — 4, 8, and 12.* For twelfth grade, this is higher than minimum competency skills (which are normally taught in elementary and junior high school) and covers significant elements of standard high-school-level work.

Proficient: *This central level represents solid academic performance for each grade tested — 4, 8, and 12.* It reflects a consensus that students reaching this level have demonstrated competency over challenging subject matter and are well prepared for the next level of schooling. At grade 12, the proficient level encompasses a body of subject-matter knowledge and analytical skills, of cultural literacy and insight, that all high school graduates should have for democratic citizenship, responsible adulthood, and productive work.

Advanced: *This higher level signifies superior performance beyond proficient grade-level mastery at grades 4, 8, and 12.* For twelfth grade, the advanced level shows readiness for rigorous college courses, advanced training, or employment requiring advanced academic achievement.

6. Reading Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

Reading achievement results for 1992 and 1994 should be interpreted with caution. Figures are based on data previously released by NCES, and data are undergoing revision. The revised data are being reported by NCES in the revised *1994 NAEP Reading: A First Look* and will be reported in the *1996 National Education Goals Report.*

Sources: Ina V.S. Mullis, Jay Campbell, and Alan Farstrup, *NAEP 1992 Reading Report Card for the Nation and the States: Data from the National and Trial State Assessments* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1993).

Paul Williams, Clyde Reese, Jay Campbell, John Mazzeo, and Gary Phillips, *1994 NAEP Reading: A First Look* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1995).

7. Writing Achievement

NAEP Writing Portfolio Study, 1992

To conduct the Writing Portfolio Study, NAEP asked a nationally representative subgroup of the 4th and 8th graders who participated in the 1992 NAEP writing assessment to work with their teachers and submit three pieces of writing from their Language Arts or English classes that represented their best writing efforts. Students were asked to give special preference to pieces developed using writing process strategies such as prewriting activities, consulting with others about writing, and revising successive drafts. They were also asked to select pieces that represented different kinds of writing (i.e., narrative, informative, or persuasive).

Papers were scored according to the following Narrative Scoring Guide.

Describing a single event:

1 **Event Description.** Paper is a list of sentences minimally related or a list of sentences that all describe a single event; or a description of a setting or character.

Writing about a series of events:

2 **Undeveloped Story.** Paper is a listing of related events. More than one event is described, but with few details about setting, characters, or the events. (Usually there is no more than one sentence telling about each event.)

3 **Basic Story.** Paper describes a series of events, giving details (in at least two or three sentences) about some aspect of the story (the events, the characters' goals, or problems to be solved). But the story may be undeveloped or lack cohesion because of problems with syntax, sequencing, or events missing.

Writing about a sequence of episodes:

4 **Extended Story.** Paper describes a sequence of episodes, including details about most story elements (i.e., setting, episodes, characters' goals, or problems to be solved). But the stories are confusing or incomplete (i.e., at the end of the story the characters' goals are ignored or problems inadequately resolved; the beginning does not match the rest of the story; the plot is weak; or the internal logic or plausibility of characters' actions is not maintained).

5 **Developed Story.** Paper describes a sequence of episodes in which most of the story elements are clearly developed (i.e., setting, episodes, characters' goals, or problems to be solved) with a simple resolution of these goals or problems at the end. The story may have one or two problems, include too much detail, or the end may be inconsistent with the rest of the story; or the story may contain one highly developed episode with subplots.

6 **Elaborated Story.** Paper describes a sequence of episodes in which almost all story elements are well developed (i.e., setting, episodes, characters' goals, or problems to be solved). The resolution of the goals or problems at the end are elaborated. The events are presented and elaborated in a cohesive way.

Source: Claudia A. Gentile, James Martin-Rehrmann, and John H. Kennedy, *Windows into the Classroom, NAEP's 1992 Writing Portfolio Study* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1995), 83 and 85.

8. Mathematics Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

Source: Ina V.S. Mullis, John A. Dossey, Eugene H. Owen, and Gary W. Phillips, *NAEP 1992 Mathematics Report Card for the Nation and the States: Data from the National and Trial State Assessments* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, April 1993), 64.

9. History Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

In addition to the way the data are presented here, NCES also presents the data using a proficiency scale of 0 to 500 points.

According to NCES, the U.S. history results presented here for Grades 4, 8, and 12 illustrate one of the difficulties in setting achievement levels. NAGB is concerned about the discrepancy between actual student performance and the expectations for performance that are contained in the achievement levels. Simply stated, students are not performing as well on the NAEP U.S. history assessment, particularly at Grade 12, as NAGB and the many panelists and reviewers think these students should perform. For example, most students take at least one high school course in U.S. history by the end of the 11th grade. Yet the achievement levels indicate that more than half (57%) of 12th graders are performing below the basic level, with 1% scoring at the advanced level. In contrast, data from The College Board show that about 2.4% of all graduating seniors score well enough on the Advanced Placement exam in U.S. history to be considered qualified for college credit.

Since NAEP is a cross-sectional survey of student achievement, it cannot readily identify cause and effect relationships to explain why students scored high or low. Although one hypothesis is that students' performance was found to be too low because the achievement levels are set too high, NAGB does not believe that this is the case. At present, validity studies on these achievement levels, conducted by ACT, have pointed in opposite directions — one suggested the levels were too high, the other that they were too low. NAGB intends to look carefully at this gap between expected and actual performance, and encourages others to do so as well.

Nevertheless, there are several other hypotheses that might account for this gap between actual student scores and the achievement levels. Motivation, particularly at Grade 12, is a perennial problem in an assessment like NAEP for which there are no stakes or rewards for students to do well. (However, it is not clear why students should be less motivated in taking this history assessment than other NAEP assessments in which higher percentages of students reached the various "cut-points.") There may be differences between what is taught in the broad array of U.S. history classes and the content of this NAEP assessment. A lack of consistency between the grade levels at which the subject is taught and the NAEP assessment Grades of 4, 8, and 12 could account for some of this discrepancy. The judges for the 12th grade levels may have had relatively higher expectations than judges for the other grades. Finally, the difference between more conventional testing practices in some classrooms and the NAEP assessment questions may be another factor. NAEP includes a variety of questions, from multiple choice items to open-ended tasks that require students to apply knowledge and demonstrate skills by writing their answers.

Many of these factors, or a combination of all of them, could explain the gap between standards for student performance contained in the NAGB achievement levels and the actual performance on the 1994 NAEP history assessment.

Source: Paul L. Williams, Stephen Lazer, Clyde M. Reese, and Peggy Carr, 1994 *NAEP U.S. History: A First Look* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1995).

10. Geography Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

Source: Paul L. Williams, Clyde M. Reese, Stephen Lazer, and Sherif Shakrani, *1994 NAEP World Geography: A First Look* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1995).

Goal 4: Teacher Education and Professional Development

11. Teacher Preparation

Only secondary school teachers whose main assignment was in mathematics, science, English, social studies, fine arts, foreign language, and special education were included in the analysis of whether a teacher had a degree in his/her main assignment.

The subject areas used for teacher's main assignment were defined using the following assignment categories:

Mathematics: mathematics
Science: biology/life science, chemistry, geology/earth science/space science, physics, and general and all other science
English: English/language arts and reading
Social studies: social studies/social science
Fine arts: art, dance, drama/theater, and music
Foreign language: French, German, Latin, Russian, Spanish, and other foreign language
Special education: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

The subject areas used for teacher's degree were defined using the following training categories:

Mathematics: mathematics and mathematics education
Science: biology/life science, chemistry, geology/earth science/space science, physics, general and all other science, and science education
English: English, English education, and reading education
Social studies: social studies/social sciences education, economics, history, political science, psychology, public affairs and services, sociology, and other social sciences
Fine arts: art education, art (fine and applied), drama/theater, music, and music education
Foreign language: French, German, Latin, Russian, Spanish, other foreign language, and foreign language education
Special education: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

Information is not reported for bilingual education or ESL degrees since so few higher education institutions grant degrees in those fields.

A secondary teacher is one who, when asked for the grades taught, checked:

- "Ungraded" and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; or
- 9th grade or higher, or 9th grade or higher and "ungraded"; or
- 7th and 8th grades only, and reported a primary assignment other than kindergarten, general elementary, or special education; or
- 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.

Source: U.S. Department of Education, National Center for Education Statistics, Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

12. Teacher Professional Development

Source: U.S. Department of Education, National Center for Education Statistics, Teacher Survey of the Schools and Staffing Survey, 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

Goal 5: Mathematics and Science

13. International Mathematics Achievement

International Assessment of Educational Progress (IAEP)

Twenty countries assessed the mathematics and science achievement of 13-year-old students and 14 assessed 9-year-old students in these same subjects. In some cases, participants assessed virtually all age-eligible children in their countries, and in other cases they confined samples to certain geographic regions, language groups, or grade levels. In some countries, significant proportions of age-eligible children were not represented because they did not attend school. Also, in some countries, low rates of school or student participation mean that results may be biased. The countries participating in the IAEP were: Brazil, Canada, China, England, France, Hungary, Ireland, Israel, Italy, Jordan, Korea, Mozambique (mathematics only), Portugal, Scotland, Slovenia, the former Soviet Union, Spain, Switzerland, Taiwan, and the United States. For this Report, the five countries chosen to be compared with the United States had comprehensive populations (France, Hungary, Korea, Switzerland, and Taiwan).

Mathematics achievement was assessed in five areas — numbers and operations; measurement; geometry; data analysis, probability and statistics; and algebra and functions. The U.S. was below 5 out of 5 countries in more than half of these areas.

Source: Archie E. LaPointe, Janice M. Askew, and Nancy A. Mead, *Learning Mathematics* (Princeton, NJ: Educational Testing Service, Center for the Assessment of Educational Progress, 1992), 18.

14. International Science Achievement

See technical note under indicator 13.

Science achievement was assessed in four areas — life science, physical science, earth science, and nature of science. The U.S. was below 3 out of 5 countries in more than half of these areas.

Source: Archie E. LaPointe, Janice M. Askew, and Nancy A. Mead, *Learning Science* (Princeton, NJ: Educational Testing Service, Center for the Assessment of Educational Progress, 1992), 18.

15. Mathematics and Science Degrees

Data include only U.S. citizens and resident aliens on permanent visas, and include institutions in U.S. Territories. Mathematical sciences is the only field of study included in the mathematics category for this Report.

Fields of study in the science category for this Report include: engineering; physical sciences; geosciences; computer science; life sciences (includes medical and agricultural sciences); social sciences; and science and engineering technologies (includes health technologies).

Source: Higher Education General Information Survey (HEGIS, 1977, 1979, 1981, and 1985) and the Integrated Postsecondary Education Data System (IPEDS 1987, 1989-92), which are conducted by the National Center for Education Statistics. The data were analyzed by Westat, Inc., using the National Science Foundation's CASPAR Database System, Version 4.4, August 1995.

Goal 6: Adult Literacy and Lifelong Learning

16. Adult Literacy

Adult Literacy Scales

The Department of Education and the Educational Testing Service (ETS) characterized the literacy of America's adults in terms of three "literacy scales" representing distinct and important aspects of literacy: prose, document, and quantitative literacy. Each of the literacy scales has five levels.

Prose literacy, selected as a core indicator for this Report, is defined as the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and fiction; for example, finding a piece of information in a newspaper article, interpreting instructions from a warranty, inferring a theme from a poem, or contrasting views expressed in an editorial. The five levels are:

> *Level 1* – Most of the tasks in this level require the reader to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. If plausible but incorrect information is present in the text, it tends not to be located near the correct information.
>
> *Level 2* – Some tasks in this level require readers to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present, or low-level inferences may be required. Other tasks require the reader to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.

Level 3 – Tasks in this level tend to require readers to make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences. Other tasks ask readers to integrate information from dense or lengthy text that contains no organizational aids such as headings. Readers may also be asked to generate a response based on information that can be easily identified in the text. Distracting information is present, but is not located near the correct information.

Level 4 – These tasks require readers to perform multiple-feature matches and to integrate or synthesize information from complex or lengthy passages. More complex inferences are needed to perform successfully. Conditional information is frequently present in tasks at this level and must be taken into consideration by the reader.

Level 5 – Some tasks in this level require the reader to search for information in dense text which contains a number of plausible distractors. Others ask readers to make high-level inferences or use specialized background knowledge. Some tasks ask readers to contrast complex information.

For definitions of document and quantitative literacy, and for descriptions of their five levels, see the accompanying *Data Volumes*.

Source: Irwin S. Kirsch, Ann Jungeblut, Lynn Jenkins, and Andrew Kolstad, *Adult Literacy in America: A First Look at the Results of the National Adult Literacy Survey* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, September 1993), 17.

17. Participation in Adult Education

Adults 17 years old and older who participated in one or more adult education activities on a full-time, but not on a part-time, basis in the previous 12 months are excluded from both the numerator and denominator in the calculations of adult education participation.

Sources: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1991 Adult Education Component, unpublished tabulations prepared by Westat, Inc., August 1994.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1995 Adult Education Interview, unpublished tabulations prepared by Westat, Inc., August 1995.

18. Participation in Higher Education

Sources: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1989-1994, unpublished tabulations from the National Center for Education Statistics, prepared by Pinkerton Computer Consultants, Inc., June 1995.

U.S. Department of Commerce, Bureau of the Census, 1992-1994 March Current Population Surveys, unpublished tabulations from the National Center for Education Statistics, prepared by Pinkerton Computer Consultants, Inc., June 1995.

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

19. Overall Student Drug and Alcohol Use

Use of any illicit drug includes any use of marijuana, hallucinogens, cocaine, heroin, or any use of inhalants, stimulants, or tranquilizers not under a doctor's orders.

Source: Lloyd D. Johnston, Patrick M. O'Malley, and Jerald G. Bachman, *Selected Outcome Measures from the Monitoring the Future Study for Goal 7 of the National Education Goals: A Special Report for the National Education Goals Panel* (Ann Arbor: University of Michigan's Institute for Social Research, June 1995).

20. Sale of Drugs at School

Source: *Ibid.*

21. Student and Teacher Victimization

Student Victimization

Source: *Ibid.*

Teacher Victimization

Sources: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-free Schools, FRSS 42, unpublished tabulations prepared by Westat, Inc., August, 1994.

U.S. Department of Education, National Center for Education Statistics, Teacher Survey of the Schools and Staffing Survey, 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

22. Disruptions in Class by Students

Student Reports

Source: Lloyd D. Johnston, Patrick M. O'Malley, and Jerald G. Bachman, *Selected Outcome Measures from the Monitoring the Future Study for Goal 7 of the National Education Goals: A Special Report for the National Education Goals Panel* (Ann Arbor: University of Michigan's Institute for Social Research, June 1995).

Teacher Reports

See technical note in Goal 4, indicator 11 regarding the definition of a secondary teacher.

Source: U.S. Department of Education, National Center for Education Statistics, Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

Goal 8: Parental Participation

23. Teachers' Reports of Parent Involvement in School Activities

Source: U.S. Department of Education, Planning and Evaluation Service, Prospects: The Congressionally Mandated Study of Educational Growth and Improvement, unpublished tabulations prepared by Abt Associates, Inc., August 1995.

24. Principals' Report of Parent Involvement in School Activities

Source: *Ibid.*

25. Parents' Reports of Their Involvement in School Activities

Source: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1993 School Safety and Discipline Component, unpublished tabulations, NCES, August 1995.

Readers interested in further information from data sources for the national core indicators presented in the *1995 Goals Report* and accompanying *National Data Volume* can contact the sponsoring agencies, as follows:

Data Source	Sponsoring Agency	Contact
Advanced Placement Program	The College Board	Wade Curry (212) 713-8000
Children's Health Index	National Center for Health Statistics (NCHS)	Sally Clarke (301) 436-8500
The Condition of Education	National Center for Education Statistics (NCES)	Thomas M. Smith (202) 219-1685
Fast Response Survey System (FRSS)	NCES	Judi Carpenter (202) 219-1333
High School and Beyond (HS&B)	NCES	Aurora D'Amico (202) 219-1365
Integrated Postsecondary Education Data System (IPEDS)	NCES	Roslyn Korb (202) 219-1587
International Education Surveys	NCES	Eugene Owen (202) 219-1746
Meaning of Work Study	Cornell University	Antonio Ruiz Quintanilla (607) 255-2742
Monitoring the Future	University of Michigan, Institute for Social Research	Lloyd Johnston (313) 763-5043
National Adult Literacy Survey (NALS)	NCES	Andrew Kolstad (202) 219-1773
National Assessment of Educational Progress (NAEP)	NCES	Gary Phillips (202) 219-1761
National Education Longitudinal Study of 1988 (NELS: 88)	NCES	Jeff Owings (202) 219-1777
National Health Interview Survey Immunization Section	Centers for Disease Control and Prevention	Elizabeth Zell (404) 639-3311
National Household Education Survey (NHES)	NCES	Kathryn Chandler (202) 219-1767
NHES Adult Education Component	NCES	Peter Stowe (202) 219-1363
National Longitudinal Study of the High School Class of 1972 (NLS:72)	NCES	Aurora D'Amico (202) 219-1365

Data Source	Sponsoring Agency	Contact
NCES items in the Current Population Survey (CPS)	NCES	Elvira Hausken (202) 219-1623
Prospects: The Congressionally Mandated Study of Educational Growth and Improvement	U.S. Department of Education, Planning and Evaluation Service	Elois Scott (202) 401-1958
Schools and Staffing Survey (SASS)	NCES	Daniel Kasprzyk (202) 219-1588
SASS Teacher Followup Survey	NCES	Sharon Bobbitt (202) 219-1461
Survey of Earned Doctorates Awarded in the United States	NCES	Nancy Schantz (202) 219-1590

Readers interested in further analyses from NCES data sources can contact the National Data Resource Center (NDRC) at the National Center for Education Statistics. NCES has established the NDRC to enable state education personnel, education researchers, and others to obtain special statistical tabulations and analyses of data sets maintained by NCES. Researchers and others can ask the Data Center to perform specific tabulations or analyses, or they can work on-site directly with confidential files upon signing a confidentiality pledge. This service currently is provided free of charge by NCES.

The Data Center has files available from the:

Common Core of Data (CCD),
Integrated Postsecondary Education Data System (IPEDS),
National Education Longitudinal Study (NELS:88),
National Household Education Survey (NHES),
National Postsecondary Student Aid Study (NPSAS),
National Study of Postsecondary Faculty, and
Schools and Staffing Survey (SASS).

In the future, the Data Center plans to add additional databases to its inventory.

To contact the National Data Resource Center, write or call:

Carl Schmitt
Elementary and Secondary Education Statistics Division
National Center for Education Statistics
555 New Jersey Ave, NW
Washington, DC 20208-5651
(202) 219-1642

Appendix B: Technical Notes and Sources for the State Core Indicators

See general technical notes regarding the process of choosing the core indicators, data accuracy, sampling errors, and nonsampling errors in Appendix A.

Goal 1: Ready to Learn

1. Children's Health Index

The percentages of infants at risk are based on the number of births used to calculate the health index, not the actual number of births. The percentage of complete and usable birth records used to calculate the 1992 health index varied from a high of 99.78 to a low of 74.28. Four states (California, Indiana, New York, and South Dakota) did not collect information on all four risks in 1992; five states (California, Indiana, New York, Oklahoma, and South Dakota) did not collect information on all four risks in 1990.

Source: Nicholas Zill and Christine Winquist Nord of Westat, Inc., developed the concept of the Children's Health Index. Stephanie Ventura and Sally Clarke of the National Center for Health Statistics provided the special tabulations of the 1990 and 1992 birth certificate data needed to produce the index, July 1995.

2. Immunizations

Source: Data from the 1994 National Immunization Survey, Centers for Disease Control and Prevention. *Morbidity and Mortality Weekly Report*, August 25, 1995, 620.

3. Family-Child Reading and Storytelling

No comparable state data currently available.

4. Preschool Participation

No comparable state data currently available.

Goal 2: School Completion

5. High School Completion

The high school completion rates for 18- to 24-year-olds are computed as a percentage of the non-high school enrolled population at these ages who hold a high school credential (either a high school diploma or an alternative credential, such as a General Educational Development (GED) certificate, Individual Education Plan (IEP) credential, or certificate of attendance). Because of small sample sizes, the state-level completion data are calculated using three-year averages.

Source: Data from the 1989 through 1994 October Current Population Surveys, unpublished tabulations prepared by the National Center for Education Statistics and Management Planning Research Associates, Inc., August 1995.

Goal 3: Student Achievement and Citizenship

General

National Assessment of Educational Progress (NAEP)

NAEP is a survey of the educational achievement of American students and changes in that achievement across time. Since 1969, NAEP has assessed the achievement of national samples of 9-, 13-, and 17-year-old students in public and private schools. In 1983, it expanded the samples so that grade-level results could be reported.

The assessments, conducted annually until the 1979-80 school year and biennially since then, have included periodic measures of student performance in reading, mathematics, science, writing, U.S. history, civics, geography, and other subject areas. NAEP also collects demographic, curricular, and instructional background information from students, teachers, and school administrators.

In 1988, Congress added a new dimension to NAEP by authorizing, on a trial basis, voluntary participation of public schools in state-level assessments.

National Assessment Governing Board (NAGB) Achievement Levels

The NAEP data shown under Goal 3 should be interpreted with caution. The Goals Panel's performance standard classifies student performance according to achievement levels devised by the National Assessment Governing Board. These achievement level data have been previously reported by the National Center for Education Statistics (NCES). Students with NAEP scores falling below the Goals Panel's performance standard have been classified as "Basic" or below; those above have been classified as "Proficient" or "Advanced."

The NAGB achievement levels represent a useful way of categorizing overall performance on the NAEP. They are also consistent with the Panel's efforts to report such performance against a high-criterion standard. However, both NAGB and the Commissioner of NCES regard the achievement levels as developmental; the reader of this Report is advised to interpret the achievement levels with caution.

NAGB has established standards for reporting the results of the National Assessment of Educational Progress. This effort has resulted in three achievement levels: basic, proficient, and advanced. The NAGB achievement levels are reasoned judgements of what students should know and be able to do. They are attempts to characterize overall student performance in particular subject matter. Readers should exercise caution, however, in making particular inferences about what students at each level actually know and can do. A NAEP assessment is a complex picture of student achievement and applying external standards for performance is a difficult task. Evaluation studies completed and under way have raised questions about the degree to which the standards in the NAGB achievement levels are actually reflected in an assessment and, hence, the degree to which inferences about actual performance can be made from these achievement levels. The Goals Panel acknowledges these limitations but believes that, used with caution, these levels convey important information about how American students are faring in reaching Goal 3.

Basic: *This level, below proficient, denotes partial mastery of knowledge and skills that are fundamental for proficient work at each grade — 4, 8, and 12.* For twelfth grade, this is higher than minimum competency skills (which are normally taught in elementary and junior high school) and covers significant elements of standard high-school-level work.

Proficient: *This central level represents solid academic performance for each grade tested — 4, 8, and 12.* It reflects a consensus that students reaching this level have demonstrated competency over challenging subject matter and are well prepared for the next level of schooling. At grade 12, the proficient level encompasses a body of subject-matter knowledge and analytical skills, of cultural literacy and insight, that all high school graduates should have for democratic citizenship, responsible adulthood, and productive work.

Advanced: *This higher level signifies superior performance beyond proficient grade-level mastery at grades 4, 8, and 12.* For twelfth grade, the advanced level shows readiness for rigorous college courses, advanced training, or employment requiring advanced academic achievement.

6. Reading Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

In 1992, 43 jurisdictions (states and territories) participated in the 4th grade reading assessments. In 1994, 44 jurisdictions participated in the voluntary program. However, two states, Idaho and Michigan, did not meet the minimum school participation guidelines for public schools; therefore, their school results were not released. Also, Washington, D.C. withdrew from the Trial State Assessment after the data collection phase. It should also be noted that Montana, Nebraska, New Hampshire, Pennsylvania, Rhode Island, Tennessee, and Wisconsin did not satisfy one of the guidelines for school sample participation rates.

Reading achievement results for 1992 and 1994 should be interpreted with caution. Figures are based on data previously released by NCES, and data are undergoing revision. The revised data are being reported by NCES in the revised *1994 NAEP Reading: A First Look* and will be reported in the *1996 National Education Goals Report*.

Sources: Ina V.S. Mullis, Jay Campbell, and Alan Farstrup, *NAEP 1992 Reading Report Card for the Nation and the States: Data from the National and Trial State Assessments* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1993).

Paul Williams, Clyde Reese, Jay Campbell, John Mazzeo, and Gary Phillips, *1994 NAEP Reading: A First Look* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1995), 23.

7. Mathematics Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

Forty jurisdictions (states and territories) participated in the 1990 trial mathematics assessment, and 44 jurisdictions participated in the 1992 state mathematics assessments of 4th and 8th graders.

Source: Ina V.S. Mullis, John A. Dossey, Eugene H. Owen, and Gary W. Phillips, *NAEP 1992 Mathematics Report Card for the Nation and the States: Data from the National and Trial State Assessments* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1993), 9-10.

Goal 4: Teacher Education and Professional Development

8. Teacher Preparation

Only secondary school teachers whose main assignment was in mathematics, science, English, social studies, fine arts, foreign language, and special education were included in the analysis of whether a teacher had a degree in his/her main assignment.

The subject areas used for teacher's main assignment were defined using the following assignment categories:

Mathematics: mathematics
Science: biology/life science, chemistry, geology/earth science/space science, physics, and general and all other science
English: English/language arts and reading
Social studies: social studies/social science
Fine arts: art, dance, drama/theater, and music
Foreign language: French, German, Latin, Russian, Spanish, and other foreign language
Special education: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

The subject areas used for teacher's degree were defined using the following training categories:

Mathematics: mathematics and mathematics education
Science: biology/life science, chemistry, geology/earth science/space science, physics, general and all other science, and science education
English: English, English education, and reading education
Social studies: social studies/social sciences education, economics, history, political science, psychology, public affairs and services, sociology, and other social sciences
Fine arts: art education, art (fine and applied), drama/theater, music, and music education
Foreign language: French, German, Latin, Russian, Spanish, other foreign language, and foreign language education
Special education: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

Information is not reported for bilingual education or ESL degrees since so few higher education institutions grant degrees in those fields.

A secondary teacher is one who, when asked for the grades taught, checked:

- "Ungraded" and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; or
- 9th grade or higher, or 9th grade or higher and "ungraded"; or
- 7th and 8th grades only, and reported a primary assignment other than kindergarten, general elementary, or special education; or

- 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or

- 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

9. Teacher Professional Development

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Survey of the Schools and Staffing Survey, 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

Goal 5: Mathematics and Science

10. International Mathematics Achievement

International comparisons have been drawn between countries participating in the 1991 International Assessment of Educational Progress (IAEP) and states participating in the 1992 NAEP. Representative samples of 9- and 13-year-old students were tested in mathematics in 20 countries. Those countries decided to adopt the 1990 NAEP objectives in mathematics as a blueprint for the construction of the IAEP mathematics assessment. Even with differences in the target population and timing, there was substantial overlap between the NAEP and the IAEP. By linking the IAEP scale to the NAEP scale it is possible to predict the percentages of 13-year-olds in each of the 20 countries that participated in the 1991 IAEP in mathematics who would have performed at or above each of the three achievement levels established by the NAGB for U.S. students. These predictions can then be compared with actual performance of U.S. 8th graders in public schools in the 1992 mathematics assessment with respect to these same criteria. For this Report, Taiwan, the highest scoring country, was selected for comparison to the United States. (See the general technical notes for Goal 3 regarding NAEP and the NAGB achievement levels.)

Source: Peter Pashley and Gary W. Phillips. *Toward World-Class Standards: A Research Study Linking International and National Assessments* (Princeton, N.J.: Educational Testing Service, June 1993).

11. International Science Achievement

No comparable state data currently available.

12. Mathematics and Science Degrees

Data include only U.S. citizens and resident aliens on permanent visas, and include institutions in U.S. Territories.

Mathematical sciences is the only field of study included in the mathematics category for this Report.

Fields of study in the science category for this Report include: engineering; physical sciences; geosciences; computer science; life sciences (includes medical and agricultural sciences); social sciences; and science and engineering technologies (includes health technologies).

Source: Higher Education General Information Survey (HEGIS, 1977, 1979, 1981, and 1985) and the Integrated Postsecondary Education Data System (IPEDS 1987, 1989-92), which are conducted by the National Center for Education Statistics. The data were analyzed by Westat, Inc., using the National Science Foundation's CASPAR Database System, Version 4.4, August 1995.

Goal 6: Adult Literacy and Lifelong Learning

13. Adult Literacy

The Department of Education and the Educational Testing Service (ETS) characterized the literacy of America's adults in terms of three "literacy scales" representing distinct and important aspects of literacy; prose, document, and quantitative literacy. Each of the literacy scales has five levels.

Prose literacy, selected as a core indicator for this Report, is defined as the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and fiction; for example, finding a piece of information in a newspaper article, interpreting instructions from a warranty, inferring a theme from a poem, or contrasting views expressed in an editorial. The five levels are:

> *Level 1* – Most of the tasks in this level require the reader to read relatively short text to locate a single

piece of information which is identical to or synonymous with the information given in the question or directive. If plausible but incorrect information is present in the text, it tends not to be located near the correct information.

Level 2 – Some tasks in this level require readers to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present, or low-level inferences may be required. Other tasks require the reader to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.

Level 3 – Tasks in this level tend to require readers to make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences. Other tasks ask readers to integrate information from dense or lengthy text that contains no organizational aids such as headings. Readers may also be asked to generate a response based on information that can be easily identified in the text. Distracting information is present, but is not located near the correct information.

Level 4 – These tasks require readers to perform multiple-feature matches and to integrate or synthesize information from complex or lengthy passages. More complex inferences are needed to perform successfully. Conditional information is frequently present in tasks at this level and must be taken into consideration by the reader.

Level 5 – Some tasks in this level require the reader to search for information in dense text which contains a number of plausible distractors. Others ask readers to make high-level inferences or use specialized background knowledge. Some tasks ask readers to contrast complex information.

For definitions of document and quantitative literacy, and for descriptions of their five levels, see the accompanying *Data Volumes*.

Twelve states (California, Florida, Illinois, Indiana, Iowa, Louisiana, New Jersey, New York, Ohio, Pennsylvania, Texas, and Washington) participated in the 1992 State Adult Literacy Survey. The Oregon Progress Board conducted an independent study in 1990, which was validated by the Educational Testing Service. Adults aged 16-65 participated in the 1990 Oregon study; in other states which participated in 1992, the sample included adults aged 16 and older.

Sources: Educational Testing Service, unpublished tabulations from the 1992 State Adult Literacy Survey, August, 1993. The Oregon Progress Board conducted an independent study in 1990, which was validated by the Educational Testing Service.

14. Participation in Adult Education

No comparable state data currently available.

15. Participation in Higher Education

Source: U.S. Department of Education, National Center for Education Statistics, *Residence and Migration of First-Time Freshman Enrolled in Higher Education Institutions:* Fall 1992.

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

16. Overall Student Drug and Alcohol Use

The information from the Youth Risk Behavior Survey (YRBS) includes only states with weighted data.

The wording in the survey questions changed between 1990 and 1991, which may account for any significant differences from 1990 to 1991 and from 1990 to 1993.

Sources: Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1990* (Atlanta, GA: 1991).

Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1991* (Atlanta, GA: 1992).

Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1993* (Atlanta, GA: 1994).

17. Sale of Drugs at School

See technical note under indicator 16.

Source: Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1993* (Atlanta, GA: 1994).

18. Student and Teacher Victimization

Student Victimization

See technical note under indicator 16.

Source: *Ibid.*

Teacher Victimization

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Survey of the Schools and Staffing Survey, 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

19. Disruptions in Class by Students

Student Reports

No comparable state data available for student reports of student disruptions.

Teacher Reports

See technical note under indicator 8 for the definition of a secondary teacher.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

Goal 8: Parental Participation

20. Parental Involvement in Schools

Sources: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

U.S. Department of Education, National Center for Education Statistics, Public School Principal Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

21. Influence of Parent Associations

Source: U.S. Department of Education, National Center for Education Statistics, Public School Principal Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

Readers interested in further information from data sources for the state core indicators presented in the 1995 *Goals Report* and accompanying *State Data Volume* can contact the sponsoring agencies, as follows:

Data Source	**Sponsoring Agency**	**Contact**
Advanced Placement Program	The College Board	Wade Curry (212) 713-8000
Children's Health Index	National Center for Health Statistics (NCHS)	Sally Clarke (301) 436-8500
National Adult Literacy Survey (NALS)	National Center for Education Statistics (NCES)	Andrew Kolstad (202) 219-1773
	Educational Testing Service (ETS)	Doug Rhodes (800) 551-1230
National Assessment of Educational Progress (NAEP)	NCES	Gary Phillips (202) 219-1761
Schools and Staffing Survey (SASS)	NCES	Daniel Kasprzyk (202) 219-1588
SASS Teacher Followup Survey	NCES	Sharon Bobbitt (202) 219-1461
Youth Risk Behavior Survey (YRBS)	Centers for Disease Control and Prevention	Laura Kann (404) 639-3311

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Schools and Staffing Survey (SASS).

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Carl Schmitt
Elementary and Secondary Education Statistics Division
National Center for Education Statistics
555 New Jersey Ave, NW
Washington, DC 20208-5651
(202) 219-1642

Appendix C: Acknowledgements

The National Education Goals Panel and staff gratefully acknowledge the contributions of many thoughtful and knowledgeable people to the development of the *1995 National Education Goals Report*. Some served on the Panel's Working Group as staff to Goals Panel members or on advisory groups convened to recommend indicators or to identify strategies to fill in data gaps at the national and state levels. Others were invaluable consultants offering their expertise on data acquisition and analysis or report production. We extend a special thanks to William Christopher, representative of the 1994-95 Chair of the Panel, Governor Evan Bayh of Indiana, for his contributions. We remain appreciative of the good counsel and support we received from all.

REPORT PRODUCTION

Justin Boesel, Westat, Inc.
Beth Glaspie, Editorial Experts, Inc.
Babette Gutmann, Westat, Inc.
Allison Henderson, Westat, Inc.
Kelli Hill, ImpactDesign, Inc.
Scott Miller, Editorial Experts, Inc.
Jim Page, ImpactDesign, Inc.
Ann Webber, Westat, Inc.

REPORTING COMMITTEE

Patricia Brown, National Governors' Association
Kim Burdick, Delaware State Legislature, Office of State Senator Connor
William Christopher, Office of the Governor of Indiana
Lori Gremel, Office of the Governor of Michigan
Mary Rollefson, U.S. Department of Education, National Center for Education Statistics
Emily Wurtz, U.S. Senate, Office of Senator Bingaman

WORKING GROUP

Governors' Representatives

Debra Bryant, Office of the Governor of North Carolina
James Carper, Office of the Governor of South Carolina
William Christopher, Office of the Governor of Indiana
Julie Davis, Office of the Governor of Mississippi
Jeanne Forrester, Office of the Governor of Mississippi
Lori Gremel, Office of the Governor of Michigan
Thomas Houlihan, Office of the Governor of North Carolina
Leo Klagholz, New Jersey State Department of Education
Kelly Lineweaver, Office of the Governor of South Carolina
Thomas Phillips, Office of the Governor of Mississippi
William Porter, Office of the Governor of Colorado
Ruth Ravitz, Office of the Governor of Connecticut
Linda Wilson, Office of the Governor of New Jersey

Administration Representatives

Mary Cassell, Office of Management and Budget
John Christensen, U.S. Department of Education, Office of Educational Research and Improvement
Jennifer Davis, U.S. Department of Education, Office of the Secretary
Catherine Jovicich, U.S. Department of Education, Office of the Secretary
Gaynor McCown, The White House, Office of Domestic Policy
Maggie McNeely, U.S. Department of Education, Office of Educational Research and Improvement
Mary Rollefson, U.S. Department of Education, National Center for Education Statistics
Kimberly Ross, The White House, Office of Domestic Policy

Congressional Representatives

Sara Davis, U.S. House of Representatives, Office of Representative Kildee
Alyssa Hamilton, U.S. Senate, Office of Senator Gregg
Vic Klatt, U.S. House of Representatives, Office of Representative Goodling
Hans Meeder, U.S. House of Representatives, Office of Representative Goodling
Marjorie Steinberg, U.S. Senate, Office of Senator Bingaman
Emily Wurtz, U.S. Senate, Office of Senator Bingaman

State Legislators' Representatives

Kim Burdick, Delaware State Legislature, Office of State Senator Connor
Lorissa Jackson, Wisconsin State Legislature, Office of State Representative Coggs
Jana Jones, Idaho State Legislature, Office of State Representative Jones
James Watts, North Carolina State Legislature, Office of State Representative Barnes

Other Working Group Contributors

Aaron Bell, National Conference of State Legislatures
Patricia Brown, National Governors' Association
Paul Goren, National Governors' Association
Elizabeth McLaughlin-Krile, National Conference of State Legislatures
Patty Sullivan, National Governors' Association

DATA ACQUISITION

Susan Ahmed, U.S. Department of Education
Nabeel Alsalam, U.S. Department of Education
Samuel Barbett, U.S. Department of Education
Stephen Berglie, Westat, Inc.
Sharon Bobbitt, U.S. Department of Education
Justin Boesel, Westat, Inc.
Michael Brick, Westat, Inc.
Susan Broyles, U.S. Department of Education
Joyce Buchanon, University of Michigan
Peggy Carr, U.S. Department of Education
Dennis Carroll, U.S. Department of Education
Kathryn Chandler, U.S. Department of Education
Jen-Chin Chen, Abt Associates, Inc.
Sally Clarke, U.S. Department of Health and Human Services
Mary Collins, Westat, Inc.
Wade Curry, The College Board
Margaret Daly, Westat, Inc.
Aurora D'Amico, U.S. Department of Education
Adriana de Kanter, U.S. Department of Education
Emerson Elliott, U.S. Department of Education
David Freund, Education Testing Service
Arnold Goldstein, U.S. Department of Education
Steven Gorman, U.S. Department of Education
Jeanne Griffith, U.S. Department of Education
Babette Gutmann, Westat, Inc.
Daphne Hardcastle, U.S. Department of Education
Camilla Heid, Westat, Inc.
Allison Henderson, Westat, Inc.
Mary Hess, Abt Associates, Inc.
Lee Hoffman, U.S. Department of Education
Lloyd Johnston, University of Michigan
Nancy Karweit, Abt Associates, Inc.
Phillip Kaufman, Management Planning Research Associates, Inc.
Kwang Kim, Westat, Inc.
Roslyn Korb, U.S. Department of Education
John Loft, Abt Associates, Inc.
Laura Loomis, Westat, Inc.
Ginger Maggio, University of Michigan
Suellen Mauchamer, U.S. Department of Education
Marilyn McMillen, U.S. Department of Education
Alan Moorhead, U.S. Department of Education
Frank Morgan, U.S. Department of Education
Mary Naifeh, U.S. Department of Education
Christine Winquist Nord, Westat, Inc.
Laurence Ogle, U.S. Department of Education
Patrick O'Malley, University of Michigan
Gary Phillips, U.S. Department of Education
Douglas Rhodes, Educational Testing Service
Paul Planchon, U.S. Department of Education
Anne Ricciuti, Abt Associates, Inc.
Mary Rollefson, U.S. Department of Education
Elois Scott, U.S. Department of Education
Thomas M. Smith, U.S. Department of Education
Peter Stowe, U.S. Department of Education
William Thompson, Abt Associates, Inc.
Maureen Treacy, U.S. Department of Education
Stephanie Ventura, U.S. Department of Health and Human Services
Ann Webber, Westat, Inc.
Walter G. West, U.S. Department of Education
Sheida White, U.S. Department of Education
Sharon Xu, Pinkerton Computer Consultants, Inc.
Jeffrey Yeamans, Westat, Inc.
Elizabeth Zell, Centers for Disease Control and Prevention
Feng Zhou, Westat, Inc.
Nicholas Zill, Westat, Inc.

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RESOURCE AND TECHNICAL PLANNING GROUPS

GOAL 1: READY TO LEARN

Goal 1 Ready School Resource Group

Leaders: Asa Hilliard, Georgia State University
Sharon Lynn Kagan, Yale University

Members:
Barbara Bowman, Erikson Institute
Cynthia Brown, Council of Chief State School Officers
Fred Brown, Boyertown Elementary School
Linda Espinosa, University of Missouri
Donna Foglia, Norwood Creek School
Peter Gerber, MacArthur Foundation
Sarah Greene, National Head Start Association
Judith Heumann, U.S. Department of Education
Mogens Jensen, National Center for Mediated Learning
Lilian Katz, ERIC Clearinghouse for Elementary and Early Childhood Education
Michael Levine, Carnegie Corporation of New York
Evelyn Moore, National Black Child Development Institute
Tom Schultz, National Association of State Boards of Education
Barbara Sizemore, DePaul University
Robert Slavin, Johns Hopkins University

Goal 1 Assessments Resource Group

Leaders: Sharon Lynn Kagan, Yale University
Lorrie Shepard, University of Colorado

Members:
Edward Chittenden, Educational Testing Service
M. Elizabeth Graue, University of Wisconsin
Kenji Hakuta, Stanford University
Luis Laosa, Educational Testing Service
Anne Marie Palincsar, University of Michigan
Valora Washington, The Kellogg Foundation
Nicholas Zill, Westat, Inc.

Technical Planning Group on Readiness for School

Leader: Sharon Lynn Kagan, Yale University

Members:
Sue Bredekamp, National Association for the Education of Young Children
M. Elizabeth Graue, University of Wisconsin
Luis Laosa, Educational Testing Service
Samuel Meisels, University of Michigan
Evelyn Moore, National Black Child Development Institute
Lucile Newman, Brown University
Lorrie Shepard, University of Colorado
Valora Washington, The Kellogg Foundation
Nicholas Zill, Westat, Inc.

GOAL 2: SCHOOL COMPLETION

Resource Group Convener: Rafael Valdivieso, Academy for Educational Development, Inc.

Members:
Janet Baldwin, General Education Development Testing Service
Jose Cardenas, The Intercultural Development Research Association
Barbara Clements, Council of Chief State School Officers
Edmond Gordon, City College of New York
Noreen Lopez, Illinois State Board of Education
Pamela Keating, University of Washington
Steven Neilson, Milliman and Robertson, Inc.
Bill Padia, California Department of Education
Aaron Pallas, Michigan State University
Richard Wallace, University of Pittsburgh

Technical Planning Subgroup on Core Data Elements

Leader: Barbara Clements, Council of Chief State School Officers

Members:
Linda Baker, Maryland State Department of Education
Paul Barton, Educational Testing Service
Matthew Cohen, Ohio Department of Education
Dennis Jones, National Center for Higher Education Management Systems
Glynn Ligon, Evaluation Software Publication

John Porter, Urban Education Alliance, Inc.
Ramsay Selden, Council of Chief State School Officers
Nicholas Zill, Westat, Inc.

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Resource Group Convener: Lauren Resnick, University of Pittsburgh

Members:
Gordon Ambach, Council of Chief State School Officers
Chester Finn, Jr., Hudson Institute
Asa Hilliard, Georgia State University
David Hornbeck, Philadelphia Public Schools
Richard Mills, Vermont Department of Education
Claire Pelton, San Jose Unified School District

Goals 3/5 NAEP Technical Advisory Subgroup

Leader: Ramsay Selden, Council of Chief State School Officers

Members:
Eva Baker, University of California, Los Angeles
Dorothy Gilford, National Academy of Sciences
Robert Glaser, University of Pittsburgh
Steven Leinwand, Connecticut State Department of Education
Robert Linn, University of Colorado
Michael Nettles, University of Michigan
Senta Raizen, National Center for Improving Science Education
William Schmidt, Michigan State University
Elizabeth Stage, National Research Council
Uri Treisman, University of Texas, Austin
James Wilsford, Jim Wilsford Associates, Inc.

GOAL 4: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

Resource Group Convener: David Imig, American Association of Colleges for Teacher Education

Members:
Marsha Berger, American Federation of Teachers
Gene Carter, Association for Supervision and Curriculum Development
Linda Darling-Hammond, Teachers College, Columbia University
Launa Ellison, Clara Barton School, Minneapolis, Minnesota
Earlene Gillan-Smith, Delaware State Education Association
Howard Jensen, Pioneer High School, Cupertino, California
James Kelly, National Board for Professional Teaching Standards
Judith Lanier, Michigan State University
Marion Payne, Mount View Middle School, Marriottsville, Maryland
Stan Paz, El Paso School District, Texas
Judith Renyi, National Foundation for the Improvement of Education
Ted Sanders, Ohio Department of Education
Claudette Scott, Hickman Mills Consolidated School District #1, Kansas City, Missouri
Marilyn Scannel, Indiana Professional Standards Board
Mary Strandburg, Eagleton School, Denver, Colorado
Arthur Wise, National Council for the Accreditation of Teacher Education
Wayne Worner, Virginia Tech

Advisors for Resource Group on Teacher Education and Professional Development:
Sharon Bobbitt, U.S. Department of Education
Patricia Brown, National Governors' Association
Terry Dozier, U.S. Department of Education
Jean Miller, Council of Chief State School Officers
Mary Rollefson, U.S. Department of Education
Joe Vaughan, U.S. Department of Education

GOAL 5: MATHEMATICS AND SCIENCE

Resource Group Convener: Alvin Trivelpiece, Oak Ridge National Laboratory

Members:
Iris Carl, National Council of Teachers of Mathematics
Steven Leinwand, Connecticut State Department of Education
Michael Nettles, University of Michigan
Alba Ortiz, University of Texas, Austin
Senta Raizen, National Center for Improving Science Education
Ramsay Selden, Council of Chief State School Officers

Goals 3/5 Standards Review Technical Planning Subgroup

Leader: Shirley Malcom, American Association for the Advancement of Science

Members:
Iris Carl, National Council of Teachers of Mathematics
Thomas Crawford, U.S. Olympic Committee

Mihaly Csikszentmihalyi, University of Chicago
Phillip Daro, University of California
Chester Finn, Jr., Hudson Institute
Anne Heald, University of Maryland
David Hornbeck, Philadelphia Public Schools
David Kearns, Xerox Corporation
Richard Mills, Vermont Department of Education
Harold Noah, Teachers College, Columbia University
Claire Pelton, San Jose Unified School District
James Renier, Honeywell Corporation
Sidney Smith, Coalition of Essential Schools/Atlas
James Wilsford, Jim Wilsford Associates, Inc.

Goals 3/5 Higher Education Advisory Group on Standards

Leader: Michael Timpane, Teachers College, Columbia University

Members:
Bob Albright, Educational Testing Service
Michael Behnke, Massachusetts Institute of Technology
Kenneth Boutte, Xavier University
David Conley, University of Oregon
Jon Fuller, National Association of Independent Colleges and Universities
Claire Gaudiani, Connecticut College
Terry Hartle, American Council of Education
Doris Helms, Clemson University
Bob McCabe, Miami-Dade Community College
Arturo Pacheco, University of Texas-El Paso
Paul Ruiz, American Association of Higher Education
Donald Stewart, The College Board
Arthur Wise, National Council for the Accreditation of Teacher Education

GOAL 6: ADULT LITERACY AND LIFELONG LEARNING

Resource Group Convener: Mark Musick, Southern Regional Education Board

Members:
Paul Barton, Educational Testing Service
Forest Chisman, Southport Institute for Policy Analysis
Peter Ewell, National Center for Higher Education Management Systems
Joy McLarty, American College Testing
William Spring, Federal Reserve Bank of Boston
Thomas Sticht, Applied, Behavioral, and Cognitive Sciences, Inc.
Marc Tucker, National Center on Education and the Economy

GOAL 7: SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS

Resource Group Convener: John Porter, Urban Education Alliance

Members:
C. Leonard Anderson, Portland Public Schools
Michael Guerra, National Catholic Education Association
J. David Hawkins, Social Development Research Group
Fred Hechinger, Carnegie Corporation of New York
Barbara Huff, Federation of Families for Children's Mental Health
Lloyd Johnston, University of Michigan
Ronda Talley, American Psychological Association

Advisors for Resource Group on Safe, Disciplined, and Alcohol- and Drug-free Schools:
Janet Collins, Centers for Disease Control and Prevention
Vincent Giordano, New York City Public Schools
Oliver Moles, U.S. Department of Education
Ed Zubrow, Independent Consultant

Task Force on Disciplined Environments Conducive to Learning

Leader: Ronda Talley, American Psychological Association

Members:
C. Leonard Anderson, Portland Public Schools
Michael Guerra, National Catholic Education Association
J. David Hawkins, Social Development Research Group
Fred Hechinger, Carnegie Corporation of New York
Barbara Huff, Federation of Families for Children's Mental Health

Advisors for Task Force on Disciplined Environments Conducive to Learning:
Oliver Moles, U.S. Department of Education
Ed Zubrow, Independent Consultant

GOAL 8: PARENTAL PARTICIPATION

Resource Group Convener: Joyce Epstein, Johns Hopkins University

Members:
Marilyn Aklin, National Coalition of Title 1/Chapter 1 Parents
Ja Net´ Crouse, National PTA

Jacquelynne Eccles, University of Michigan
Jane Grinde, Wisconsin Department of Public Instruction
Anne Henderson, National Coalition for Parent Involvement in Education
Thomas Hoffer, National Opinion Research Corporation
Adrian Lewis, National Urban League
Douglas Powell, Purdue University
Jeana Preston, San Diego City Schools
Diane Scott-Jones, Temple University
Ralph Smith, The Annie E. Casey Foundation
Layla Suleiman, Family Resource Coalition
Sherry West, Prevention Partnership (National Head Start Association)

Advisors for Resource Group on Parental Participation:
Kathryn Chandler, U.S. Department of Education
Adriana de Kanter, U.S. Department of Education
Oliver Moles, U.S. Department of Education

DATA AND REPORTING TASK FORCE

Leader: Rolf Blank, Council of Chief State School Officers

Members:
Paul Barton, Educational Testing Service
Matthew Cohen, Ohio Department of Education
Mark Musick, Southern Regional Education Board
Cecilia Ottinger, Council of Great City Schools
Thomas Soltys, Delaware State Department of Public Instruction
Nicholas Zill, Westat, Inc.

Task Force Advisors:
Patricia Brown, National Governors' Association
Karen Greene, U.S. Department of Labor
Jeanne Griffith, U.S. Department of Education
Mary Rollefson, U.S. Department of Education

TASK FORCE ON EDUCATION NETWORK TECHNOLOGY

Leader: Robert Palaich, Education Commission of the States

Members:
Laura Breeden, U.S. Department of Commerce
John Clement, National Science Foundation
Jan Hawkins, Bank Street College of Education
Robert Kansky, National Academy of Sciences
Pamela Keating, University of Washington
Glenn Kessler, Fairfax County Public Schools, Virginia
Mark Musick, Southern Regional Education Board
Bill Padia, California Department of Education
Nora Sabelli, National Science Foundation
Rafael Valdivieso, Academy for Educational Development, Inc.

Task Force Advisors:
Steven Gould, Congressional Research Service
Gerald Malitz, U.S. Department of Education
Linda Roberts, U.S. Department of Education

National Education Goals Panel Staff

Ken Nelson
Executive Director

PROGRAM STAFF

Jennifer L. Ballen
Education Associate

John W. Barth
Senior Education Associate

Amy Friedlander
Deputy Director

Leslie A. Lawrence
Education Associate

William C. Noxon
Public Information Officer

Cynthia D. Prince
Associate Director for Analysis and Reporting

Santee C. Ruffin, Jr.
Senior Education Associate

ADMINISTRATIVE STAFF

Tia M. Cosey
Receptionist and Office Automation Assistant

Cynthia M. Dixon
Program Assistant

Susan M. Steeger
Management Analyst

Charles J. Walter
Executive Officer

with assistance from

Ann Lasken
Hyong Yi

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1995 National Education Goals Report
QUESTIONNAIRE

The National Education Goals Panel values your feedback on the documents which comprise the *1995 Goals Report* — the *Core Report*, the *National Data Volume*, and the *State Data Volume*. Please take a few moments to fill out and return this questionnaire so that we can continue to improve future reports. Mail or FAX to:

National Education Goals Panel
1255 22nd Street, NW, Suite 502, Washington, DC 20037
PHONE (202) 632-0952
FAX (202) 632-0957

Name: ____________________

Organization: ____________________

Address: ____________________

Phone: ____________________ **Fax:** ____________________

Please Circle As Many As Apply:
Student / Parent / Educator / Business or Community Leader / Federal, State, or Local Policymaker / Concerned Citizen

1. For what purpose do you use this report?

2. How well has the report served that purpose?

    ____ Very Well ____ Well ____ Poorly ____ Very Poorly

3. How do you rate the usefulness of the following parts of each of the documents? (1 = not very useful and 5 = very useful)

1995 Core Report

- Introduction

    1 2 3 4 5 N/A

- National exhibits

    1 2 3 4 5 N/A

- State data tables

    1 2 3 4 5 N/A

- Information and examples on how family-school partnerships can accelerate progress toward the Goals

    1 2 3 4 5 N/A

- Contact list

    1 2 3 4 5 N/A

1995 National Data Volume

- Introduction

    1 2 3 4 5 N/A

- National exhibits

    1 2 3 4 5 N/A

1995 State Data Volume

- Introduction

  1 2 3 4 5 N/A

- State data tables

  1 2 3 4 5 N/A

4. How can the Panel make the information more useful to you or your organization?

5. The Introduction describes a variety of Goals Panel resources to assist education reform initiatives at the state and community level. Please check if you would like to obtain or receive more information on any of the following:

Inventory of academic standards-related activities ___
The Community Action Toolkit ___
GOAL LINE ___
CD-ROM with Goals Report ___
The Daily Report Card ___
Goals Panel Publication List ___
Other ______________________________

The National Education Goals Panel thanks you for your interest.

Place
First Class
Postage Here
or Fax to:
(202) 632-0957

National Education Goals Panel
1255 22nd Street, NW, Suite 502
Washington, DC 20037

NATIONAL
EDUCATION
GOALS
PANEL

Tape here

NATIONAL EDUCATION GOALS PANEL

November 1995

Dear Colleague:

The National Education Goals Panel is pleased to send you our annual report for 1995, "Building A National of Learners." This is the mid-point report in an unprecedented community, state and national commitment to reform and revitalize American education and to achieve the eight National Education Goals by the year 2000.

A review of how the nation in doing toward reaching the ambitious Goals set by our state and national leaders after the Charlottesville Education Summit in 1989, the Report indicates it is clear that there is still much progress to be made. Data in the Report indicate that where some progress has occurred in the areas of student readiness and competency in challenging subject matter, there has been some decline in the area of providing safe environments conducive to learning.

To continue the positive trends we have seen, and to turn around the negative trends, this year's Report places its focus on the essential role families and educators can play together to create an environment in which students are able to succeed and flourish. In many areas, where schools and communities have developed substantial programs of parental involvement and strong partnerships between schools and families, success stories in student achievement abound. The programs we have documented in this Report are valuable examples from which schools and families may find ways to create their own partnerships.

Please read the enclosed Report. We encourage you to spread the word on the data and ideas presented in this year's Report, including the descriptions of family/school partnerships that work. Reaching the Goals is an empowering process, requiring the involvement of all education consumers — families, students, educators, business leaders, policy makers and other community members.

For additional copies, please contact the National Education Goals Panel office at 202/632-0952.

Sincerely,

Ken Nelson

Ken Nelson
Executive Director

1255 — 22nd Street, N.W., Suite 502 Washington, D.C. 20037
(202) 632-0952 FAX (202) 632-0957

NATIONAL EDUCATION GOALS PANEL

December 1995

Dear Superintendent:

The National Education Goals Panel has just released its 1995 Report "Building A Nation of Learners" and is pleased to send it to you. This is the mid-point report in an unprecedented community, state and national commitment to reform and revitalize American education and to achieve the eight National Education Goals by the year 2000.

A review of how the nation and states are doing toward reaching the ambitious Goals set by our state and national leaders after the Charlottesville Education Summit in 1989, the Report indicates that there is still much progress to be made. Data in the Report indicate that some progress has occurred in the areas of student readiness and competency in challenging subject matter, but there has been some decline in the area of providing safe environments conducive to learning.

To continue the positive trends, this year's Report focuses on the collaborative role of families and educators to create environments in which students are able to succeed and flourish. Success stories abound where schools, communities and families have developed substantial programs of parental involvement and strong partnerships. The programs we have documented in this Report are valuable examples from which schools and families may find ways to create their own partnerships.

Please read the enclosed documents and share the additional set with your school board Chair. We hope you can use the data and ideas presented in this year's Report, including the descriptions of family/school partnerships that work. We encourage schools and communities to engage in their own "Goals Process" — set your own goals, determine your own baseline, develop and implement your strategies for Goal achievement and report to your constituents on your progress.

For additional copies — particularly of the Executive Summary — , please contact the National Education Goals Panel office at the address or telephone/FAX numbers below.

Sincerely,

Ken Nelson

Ken Nelson
Executive Director

1255 — 22nd Street, N.W., Suite 502 Washington, D.C. 20037
(202) 632-0952 FAX (202) 632-0957

Revised National and State Level Reading Achievement Data from the National Assessment of Educational Progress (NAEP)*

Has the U.S. increased the percentage of students who scored at the Proficient or Advanced levels in reading, thus meeting the Goals Panel's performance standard?

	1992	1994	Progress[1]
• Grade 4	29%	30%	↔
• Grade 8	29%	30%	↔
• Grade 12	40%	36%	↓

Disparities (in percentage points) between White and minority, and male and female 4th grade students who met the Goals Panel's performance standard in reading

	1992	1994	Change
American Indian/Alaskan Native	17	19	+2 [ns]
Black	27	28	+1 [ns]
Hispanic	19	24	+5 [ns]
Females > males	7	8	+1 [ns]

Disparities (in percentage points) between White and minority, and male and female 8th grade students who met the Goals Panel's performance standard in reading

	1992	1994	Change
American Indian/Alaskan Native	16	16	0
Black	27	27	0
Hispanic	22	22	0
Females > males	12	13	+1 [ns]

Disparities (in percentage points) between White and minority, and male and female 12th grade students who met the Goals Panel's performance standard in reading

	1992	1994	Change
American Indian/Alaskan Native	—[2]	23	—
Black	29	30	+1 [ns]
Hispanic	23	23	0
Females > males	12	14	+2 [ns]

---

* The NAEP reading data presented in the *Core Report* were revised by the National Center for Education Statistics after this *Report* went to press. The revised data are shown on this page.

[ns] Interpret with caution. Change was not statistically significant.

[1] Arrows which point upward indicate where we have made statistically significant progress; arrows which point downward indicate where we have fallen further behind; and horizontal arrows indicate where we have seen no statistically significant change in our performance.

[2] Sample size is insufficient to permit a reliable estimate.

Revised National and State Level Reading Achievement Data from the National Assessment of Educational Progress (NAEP)*

Percentage of 4th grade public school students who scored at the Proficient or Advanced levels in reading, thus meeting the Goals Panel's performance standard:

	1992	1994
Alabama	20%	23%
Alaska	—	—
Arizona	21%	24%
Arkansas	23%	24%
California	19%	18%
Colorado	25%	28%
Connecticut	34%	38%
Delaware	24%	23%
District of Columbia	10%	—
Florida	21%	23%
Georgia	25%	26%
Hawaii	17%	19%
Idaho	28%	—
Illinois	—	—
Indiana	30%	33%
Iowa	36%	35%
Kansas	—	—
Kentucky	23%	26%
Louisiana	15%	15%
Maine	36%	41%
Maryland	24%	26%
Massachusetts	36%	36%
Michigan	26%	—
Minnesota	31%	33%
Mississippi	14%	18% **
Missouri	30%	31%
Montana	—	35%
Nebraska	31%	34%
Nevada	—	—
New Hampshire	38%	36%
New Jersey	35%	33%
New Mexico	23%	21%
New York	27%	27%
North Carolina	25%	30%
North Dakota	35%	38%
Ohio	27%	—
Oklahoma	29%	—
Oregon	—	—
Pennsylvania	32%	30%
Rhode Island	28%	32%
South Carolina	22%	20%
South Dakota	—	—
Tennessee	23%	27%
Texas	24%	26%
Utah	30%	30%
Vermont	—	—
Virginia	31%	26%
Washington	—	27%
West Virginia	25%	26%
Wisconsin	33%	35%
Wyoming	33%	32%
American Samoa	—	—
Guam	8%	8%
Northern Marianas	—	—
Puerto Rico	—	—
Virgin Islands	—	—

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* The NAEP reading data presented in the *Core Report* were revised by the National Center for Education Statistics after this *Report* went to press. The revised data are shown on this page.

** In cases noted with a double asterisk, the change is statistically significant.

— Data not available.

Revised National and State Level Reading Achievement Data from the National Assessment of Educational Progress (NAEP)*

Percentage of 4th graders who scored at the Proficient or Advanced levels in reading, thus meeting the Goals Panel's performance standard:

	1992	1994
All 4th graders	29%	30%
Male	25%	26%
Female	32%	34%
American Indian/Alaskan Native	18%	18%
Asian[1]	—	48%
Pacific Islander[1]	—	35%
Black	8%	9%
Hispanic	16%	13%
White	35%	37%

Percentage of 8th graders who scored at the Proficient or Advanced levels in reading, thus meeting the Goals Panel's performance standard:

	1992	1994
All 8th graders	29%	30%
Male	23%	23%
Female	35%	36%
American Indian/Alaskan Native	20%	20%
Asian[1]	—	44%
Pacific Islander[1]	—	26%
Black	9%	9%
Hispanic	14%	14%
White	36%	36%

Percentage of 12th graders who scored at the Proficient or Advanced levels in reading, thus meeting the Goals Panel's performance standard:

	1992	1994
All 12th graders	40%	36% **
Male	34%	29% **
Female	46%	43%
American Indian/Alaskan Native	—[2]	20%
Asian[1]	—	33%
Pacific Islander[1]	—	27%
Black	18%	13%
Hispanic	24%	20%
White	47%	43%

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* The NAEP reading data presented in the *National* and *State Data Volumes* were revised by the National Center for Education Statistics after these *Volumes* went to press. The revised data are shown on this page.

** In cases noted with a double asterisk, the change is statistically significant.

[1] Data for Asians and Pacific Islanders were first reported separately in 1994. In prior years, data for the groups were reported in a single category.

[2] Sample size is insufficient to permit a reliable estimate.

Revised National and State Level Reading Achievement Data from the National Assessment of Educational Progress (NAEP)*

Percentage of 4th grade public school students who scored at the Proficient or Advanced levels in reading, thus meeting the Goals Panel's performance standard:

	1992	1994
Alabama	20%	23%
Alaska	—	—
Arizona	21%	24%
Arkansas	23%	24%
California	19%	18%
Colorado	25%	28%
Connecticut	34%	38%
Delaware	24%	23%
District of Columbia	10%	—
Florida	21%	23%
Georgia	25%	26%
Hawaii	17%	19%
Idaho	28%	—
Illinois	—	—
Indiana	30%	33%
Iowa	36%	35%
Kansas	—	—
Kentucky	23%	26%
Louisiana	15%	15%
Maine	36%	41%
Maryland	24%	26%
Massachusetts	36%	36%
Michigan	26%	—
Minnesota	31%	33%
Mississippi	14%	18% **
Missouri	30%	31%
Montana	—	35%
Nebraska	31%	34%
Nevada	—	—
New Hampshire	38%	36%
New Jersey	35%	33%
New Mexico	23%	21%
New York	27%	27%
North Carolina	25%	30%
North Dakota	35%	38%
Ohio	27%	—
Oklahoma	29%	—
Oregon	—	—
Pennsylvania	32%	30%
Rhode Island	28%	32%
South Carolina	22%	20%
South Dakota	—	—
Tennessee	23%	27%
Texas	24%	26%
Utah	30%	30%
Vermont	—	—
Virginia	31%	26%
Washington	—	27%
West Virginia	25%	26%
Wisconsin	33%	35%
Wyoming	33%	32%
American Samoa	—	—
Guam	8%	8%
Northern Marianas	—	—
Puerto Rico	—	—
Virgin Islands	—	—

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* The NAEP reading data presented in the *National* and *State Data Volumes* were revised by the National Center for Education Statistics after these *Volumes* went to press. The revised data are shown on this page.

** In cases noted with a double asterisk, the change is statistically significant.

— Data not available.

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